DOCUMENT RESUME

ED 469 778 CS 511 122

TITLE	Enhancing Writing Instruction for Secondary Students. Professional Development Guide.
INSTITUTION	Texas Univ., Austin. Texas Center for Reading and Language Arts.
SPONS AGENCY	Texas Education Agency, Austin.
PUB DATE	2000-00-00
NOTE	214p.; Distributed by the Region XIII Education Service Center.
AVAILABLE FROM	Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin, Austin, TX 78712. Tel: 512-232-2320. For full text: http://www.texasreading.org/tcrla.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC09 Plus Postage.
DESCRIPTORS	Faculty Development; Instructional Innovation; *Process Approach (Writing); Program Implementation; Secondary Education; Special Education; Teacher Workshops; Teaching Methods; Training Methods; Writing Difficulties; *Writing Instruction
IDENTIFIERS	*Texas Essential Knowledge and Skills

ABSTRACT

Included in this guide are strategies for helping struggling secondary readers and writers so that they will develop the Texas Essential Knowledge and Skills (TEKS) necessary to write successfully and have greater access to the general curriculum. It focuses on the writing process because research supports the efficacy of the writing process as a way of teaching poor writers to improve their skills. The professional development guide includes four sections of materials for workshop presenters: Overhead transparencies, which present key points and activities; Speaker's notes and activities to accompany the overhead transparencies; and Informational and notetaking handouts for participants. This guide also contains general adaptations (i.e., instructional design, instruction and curricula, behavioral support) and specific adaptations (e.g., drafting for struggling writers) that will benefit struggling readers and writers including students with disabilities. The adaptations are identified by a "Bright Ideas" symbol. (Contains 86 references.) (RS)

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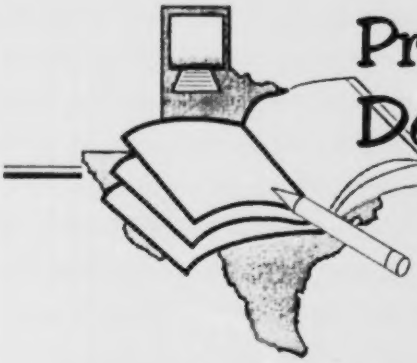

Professional Development Guide

Enhancing Writing Instruction for Secondary Students

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CS 511 122

Professional Development Guide

Enhancing Writing Instruction for Secondary Students

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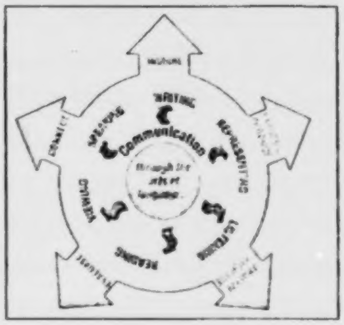

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What is the Texas Center for Reading and Language Arts ?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

How are the Center's Activities Accomplished?

Goal 1: Develop and disseminate materials that support educators in implementing the TEKS with English language learners in grades K-2.

Goal 2: Enhance the knowledge, skills, and practices of kindergarten teachers in implementing the reading and language arts TEKS. This goal will be accomplished in partnership with Region XIII.

Goal 3: Enhance the knowledge and competencies of Education Service Center (ESC) Reading Liaisons and other specialists so that they can effectively increase educators' knowledge and implementation of the reading and language arts TEKS.

Goal 4: Document and implement effective practices for secondary level reading and language arts instruction to enhance the knowledge, skills, and practices of teachers in implementing the TEKS in grades 6-12.

Goal 5: Use technology and media to disseminate reading and language arts "Best Practices" instructional information to educators.

Goal 6: Enhance the knowledge, skills, and practices educators use to implement the TEKS reading and language arts objectives with students in grades K-5 who are experiencing difficulty in reading and other language arts.

Texas Center
for Reading
and Language Arts

Literacy Labs
Both school-based and university-based labs serve as models for universities and school districts.

Professional Development Guides and Videos
These guides are designed to provide educators across the state with materials and plans for professional development in instruction based on the reading and language arts TEKS.

Reading Liaisons
Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships
Collaborative relationships with schools assist in the development of materials, curriculum guides, and professional development.

Introduction

The content of this professional development guide, Enhancing Writing Instruction for Secondary Students, focuses on the writing process which helps secondary students develop the essential knowledge and skills necessary to learn to write successfully. The knowledge and skills related to successful writing are noted in the Texas Essential Knowledge and Skills (TEKS). We focus on the writing process because research supports the efficacy of the writing process as a way of teaching poor writers to improve their skills.

Organization and Content of the Professional Development Guide

Overall Content

The professional development guide includes four sections of materials for workshop presenters. (1) The professional development section includes speaker's notes and activities to accompany the overhead transparencies. (2) The following section, overheads, consists of overhead transparencies, which present key points and activities for the workshop. (3) The handouts section includes notetaking and informational handouts, which expand on many of the ideas presented in the overhead transparencies. (4) The reference section contains relevant references.

Instructional Content

The overhead transparencies present (a) an introduction to the writing process and characteristics of effective and struggling writers, (b) the planning stage of writing, (c) the drafting stage of writing, (d) the revising stage of writing, and (e) the editing stage of writing. Within each stage, further characteristics of struggling and effective writers pertinent to that stage of writing are discussed. Given extensive content of the guide and the fact that the time available for professional development workshops will vary, we suggest the following guidelines:

1. Full-day workshop - the instructional content and some activities can be presented.
2. Half-day workshop - the introductory material and several of the stages can be presented.

3. Two-hour workshop - the introductory material and an overview of the stages can be presented.

Additionally, presenters should identify the purpose of the workshop: overview/introduction of knowledge; review of knowledge; and skill building with audience participation.

Considerations for Struggling Readers and Writers

Included in this guide is a set of overheads that focus on making adaptations for struggling readers and writers so that they have greater access to the general education curriculum. These may include students with:

- learning disabilities
- behavioral and emotional disabilities
- mild to moderate cognitive disabilities
- physical disabilities
- attention problems and the spectrum of autistic behaviors
- sensory impairments
  - deaf/hard of hearing
  - visual impairments

The adaptations overheads are identified by the symbol. The set of overheads has been designed to assist the participants in identifying general adaptations that will benefit not only students with disabilities but many other learners.

Considerations for Struggling Readers and Writers (cont.)

- Overheads that introduce General Adaptations are presented early in the workshop (Overheads #10a to #10e).
- Overheads that further explain these general adaptations are presented later in the workshop (Overheads #64a to #64k).
- Specific overheads have been included to demonstrate how a concept, activity, or lesson presented in the guide can be adapted to meet the needs of special learners and struggling readers.

As a presenter, you may want to use chart paper and self-sticking notes so that the participants can record and display the adaptations they generate during the workshop. Participants may write their adaptations on the self-sticking notes and put the notes on chart paper. This can be an on-going activity throughout the workshop.

Preparing for the Workshop

Purpose and Audience

This workshop is designed to enhance the knowledge and skills of secondary teachers to implement the writing process with their students, particularly those students who struggle with writing. This workshop is appropriate for teachers, special education teachers and related professionals, reading and language arts coordinators, curriculum directors, and principals who work at the secondary level.

Materials/AV

- Overhead projector/markers
- Chart paper and self-sticking notes
- Handouts are available for reproduction; they contain information similar to what is found on the transparencies and extend some of the content with additional in-depth ideas. Presenters should distribute the handouts at the beginning of the workshop. An overhead projector will be required.
- Obtain examples of both good and poor writing.

Room Arrangement

- The workshop contains content that is presented in lecture format and is practiced in small groups. If possible, seat participants in small groups.

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Acknowledgments

We gratefully acknowledge the support of the following individuals and agencies for their contributions to the professional development guide, Enhancing Writing Instruction for Secondary Students.

Texas Education Agency

Jim Nelson
Commissioner

Carol V. Francois
Associate Commissioner
for the Education of
Special Populations

Robin Gilchrist
Assistant Commissioner

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Region XIII Education Service Center

Statewide Initiatives

Special thanks to all our reviewers and contributors, including the Reading Initiative and Special Education (RISE) Task Force, whose assistance and support made a valuable contribution to this product.

Writing Educator Focus Group

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Eula Sharp
Sheryl Thompson
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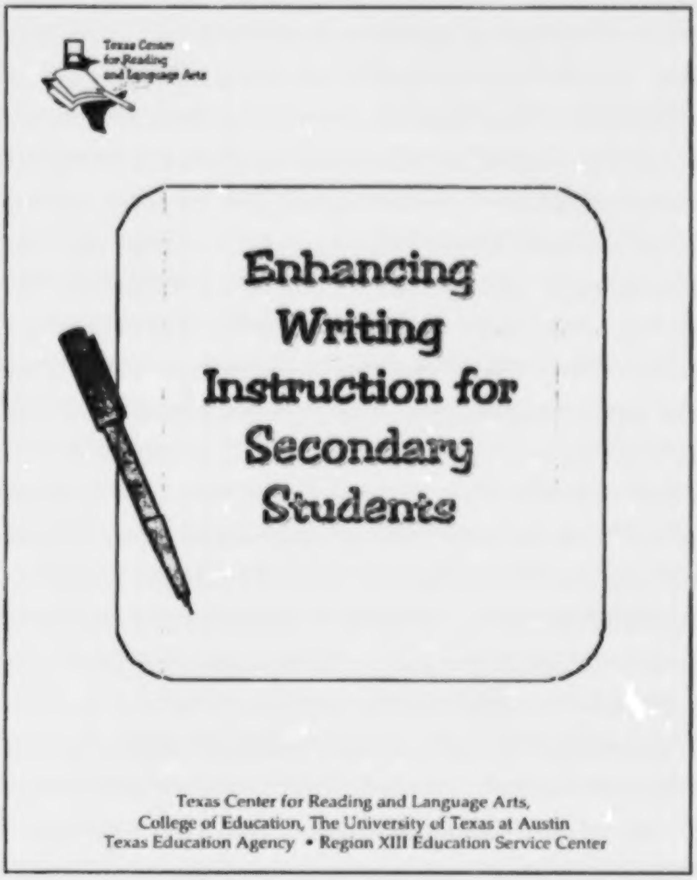
Introduction



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Enhancing Writing Instruction for Secondary Students

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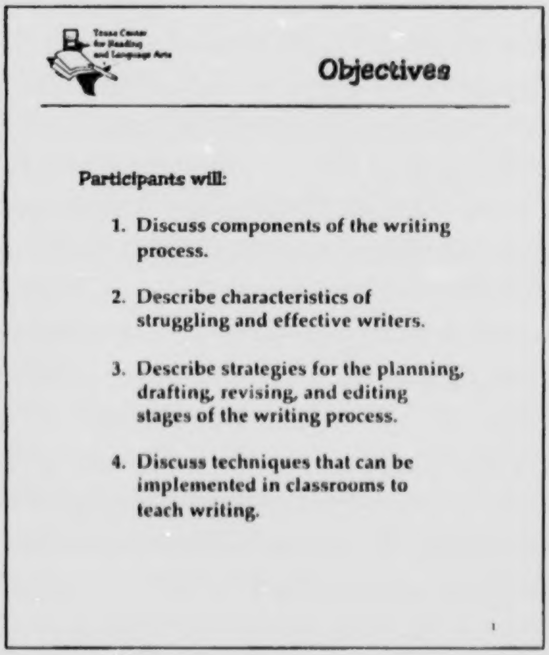
- The focus of this workshop is on strategies that assist struggling writers to learn how to write through the steps of the writing process. It is beyond the scope of this workshop to provide strategies for all of the TEKS on writing. We strongly encourage the combination of reading and writing as part of effective instruction.

Objectives

- Use Overhead #1 to introduce the objectives of this workshop.

Overhead #1



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Objectives

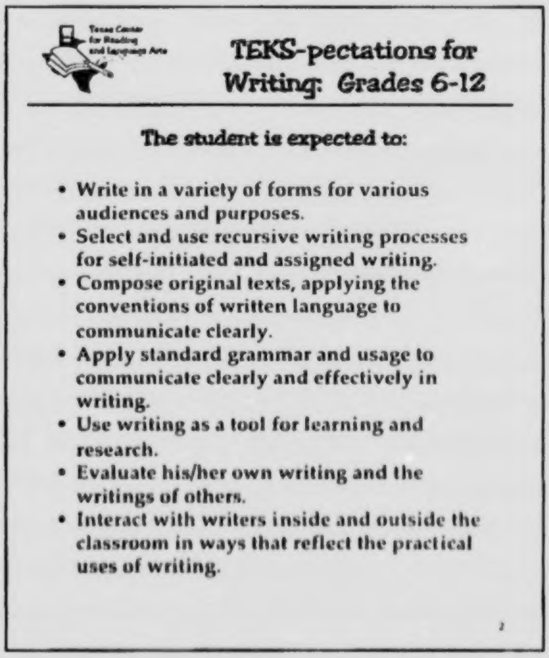
Participants will:

1. Discuss components of the writing process.
2. Describe characteristics of struggling and effective writers.
3. Describe strategies for the planning, drafting, revising, and editing stages of the writing process.
4. Discuss techniques that can be implemented in classrooms to teach writing.

TEKS-pectations for Writing: Grades 6-12

- Use Overhead #2 to review the TEKS. The TEKS vary slightly from grade to grade. Refer participants to the TEKS for their grade level for precise wording.
- Also remind participants of the need to be familiar with the TEKS for the grades preceding and following the grade they teach, and to work vertically to accomplish the goals outlined in the TEKS.

Overhead #2



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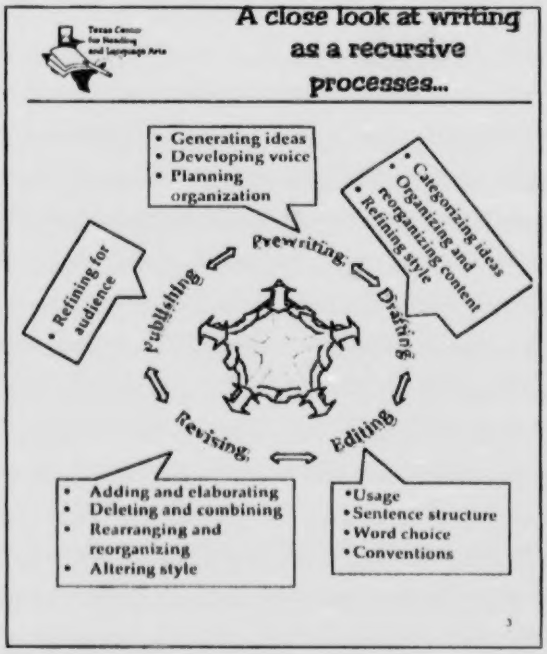
TEKS-pectations for Writing: Grades 6-12

The student is expected to:

- Write in a variety of forms for various audiences and purposes.
- Select and use recursive writing processes for self-initiated and assigned writing.
- Compose original texts, applying the conventions of written language to communicate clearly.
- Apply standard grammar and usage to communicate clearly and effectively in writing.
- Use writing as a tool for learning and research.
- Evaluate his/her own writing and the writings of others.
- Interact with writers inside and outside the classroom in ways that reflect the practical uses of writing.

Overhead #3



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A close look at writing as a recursive processes...

- Generating ideas
- Developing voice
- Planning organization

- Categorizing ideas
- Organizing and reorganizing content
- Refining style

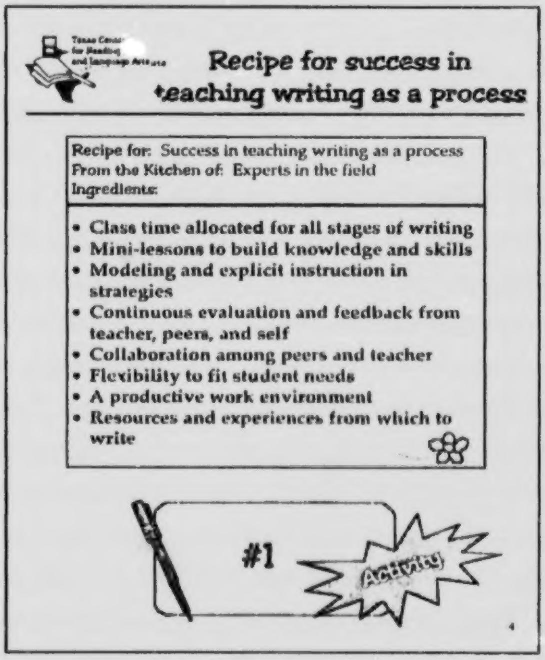
- Usage
- Sentence structure
- Word choice
- Conventions

- Adding and elaborating
- Deleting and combining
- Rearranging and reorganizing
- Altering style

- Refining for audience

3

Overhead #4



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Recipe for success in teaching writing as a process

Recipe for: Success in teaching writing as a process
From the Kitchen of: Experts in the field
Ingredients:

- Class time allocated for all stages of writing
- Mini-lessons to build knowledge and skills
- Modeling and explicit instruction in strategies
- Continuous evaluation and feedback from teacher, peers, and self
- Collaboration among peers and teacher
- Flexibility to fit student needs
- A productive work environment
- Resources and experiences from which to write

4

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A Close Look at Writing as a Recursive Process...

- Some teachers are familiar with the writing process. Use Overhead #3 to review the recursive nature of the process and the specific expectations for each stage of the process.
- Refer participants to Handout "Teachers Talk about Strategies."

NOTE: *The specifics listed for each stage are taken directly from the expectations outlined in the TEKS.*

Recipe for Success in Teaching Writing as a Process

- Use Overhead #4 to review effective practices in teaching writing as a process. (Harris & Graham, 1992)

Activity #1:

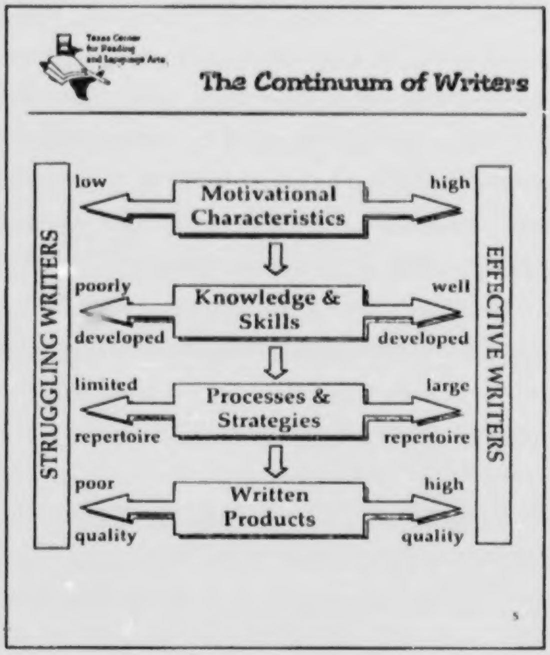
- In groups of 3 or 4 allow participants to discuss which "ingredient" is the most difficult for each of them to incorporate into their classroom. Encourage group members to offer suggestions.
- Have participants share with the group a way they overcame any difficulty related to each bullet on Overhead #4.

The Continuum of Writers

Use the graphic on Overhead #5 to illustrate the following points:

- Students enter our classrooms with differences in motivation, knowledge and skills, strategy and process use, and written products.
- These differences fall along a continuum from struggling to effective.
- These differences affect the quality of their writing products.

Overhead #5



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The Continuum of Writers

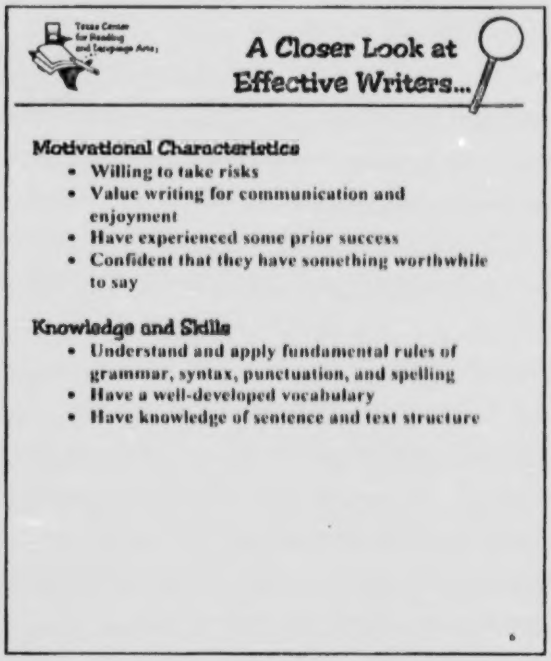
STRUGGLING WRITERS
EFFECTIVE WRITERS
low
Motivational Characteristics
high
poorly developed
Knowledge & Skills
well developed
limited repertoire
Processes & Strategies
large repertoire
poor quality
Written Products
high quality
5

A Closer Look at Effective Writers...

Activity #2:

- Provide the headings on Overheads #6 and #7. Ask groups to generate ideas of characteristics of effective writers.
- Use Overheads #6 and #7 to point out what research has found and what teachers already know but may not have put into words.

Overhead #6



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A Closer Look at Effective Writers...

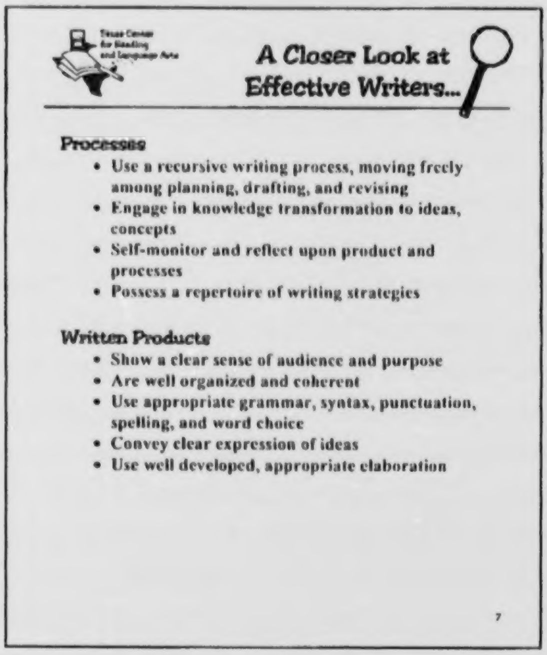
Motivational Characteristics

- Willing to take risks
- Value writing for communication and enjoyment
- Have experienced some prior success
- Confident that they have something worthwhile to say

Knowledge and Skills

- Understand and apply fundamental rules of grammar, syntax, punctuation, and spelling
- Have a well-developed vocabulary
- Have knowledge of sentence and text structure

Overhead #7



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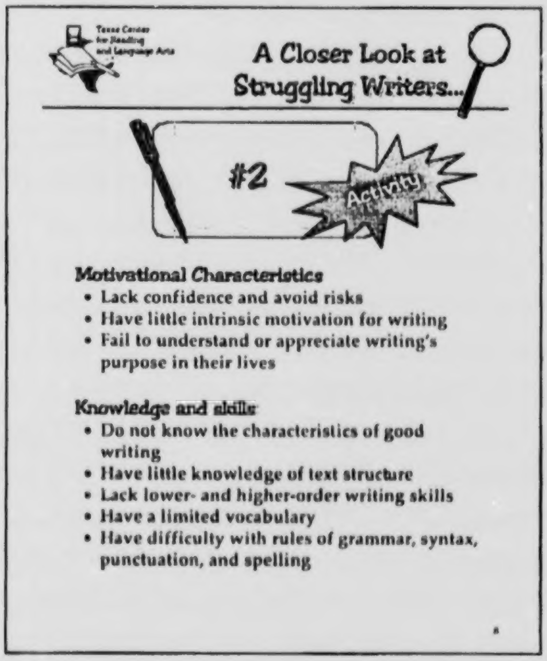
A Closer Look at Effective Writers...

Processes
- Use a recursive writing process, moving freely among planning, drafting, and revising
- Engage in knowledge transformation to ideas, concepts
- Self-monitor and reflect upon product and processes
- Possess a repertoire of writing strategies

Written Products
- Show a clear sense of audience and purpose
- Are well organized and coherent
- Use appropriate grammar, syntax, punctuation, spelling, and word choice
- Convey clear expression of ideas
- Use well developed, appropriate elaboration

Overhead #8



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A Closer Look at Struggling Writers...

#2 Activity

Motivational Characteristics
- Lack confidence and avoid risks
- Have little intrinsic motivation for writing
- Fail to understand or appreciate writing's purpose in their lives

Knowledge and skills
- Do not know the characteristics of good writing
- Have little knowledge of text structure
- Lack lower- and higher-order writing skills
- Have a limited vocabulary
- Have difficulty with rules of grammar, syntax, punctuation, and spelling

A Closer Look at Effective Writers...

- Use Overheads #6 and #7 to point out what research has found and what teachers already know, but may not have put into words. (Wong, Wong, & Blenkinsop, 1989)

A Closer Look at Struggling Writers...

- Use Overhead #8 to explain that by understanding the practices of effective writers, teachers can help struggling writers move along the continuum to becoming more effective.

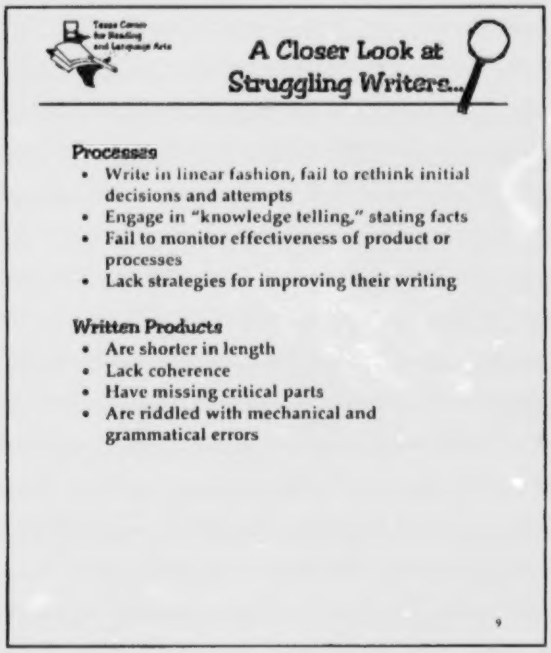
A Closer Look at Struggling Writers... (cont.)

- Use Overhead #9 to explain that by understanding the practices of effective writers, teachers can begin to help struggling writers move along the continuum to effectiveness.

Helping Struggling Writers: We Can Make a Difference

- Cover the bottom half of Overhead #10 and complete Activity #3 by asking participants to reflect on the first question.
- After completing Activity #3, reveal the 2nd question and solicit responses. Emphasize the three areas that instruction must target. Teacher efforts in each area will lead to improvements in all areas. For example, by teaching students how to think about writing, writing becomes an engaging and motivating task.
- After discussing this slide, transition to the next slide by posing the question, "So, how do we incorporate these elements into our everyday teaching?"

Overhead #9

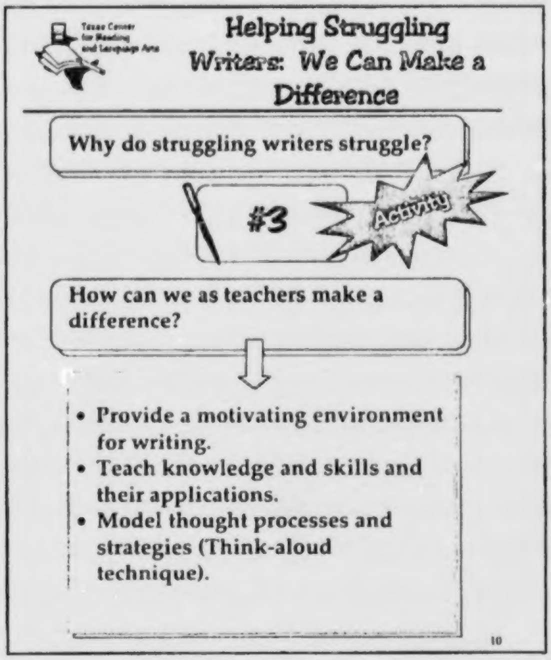


A Closer Look at Struggling Writers...

Processes
- Write in linear fashion, fail to rethink initial decisions and attempts
- Engage in "knowledge telling," stating facts
- Fail to monitor effectiveness of product or processes
- Lack strategies for improving their writing

Written Products
- Are shorter in length
- Lack coherence
- Have missing critical parts
- Are riddled with mechanical and grammatical errors

Overhead #10



Helping Struggling Writers: We Can Make a Difference

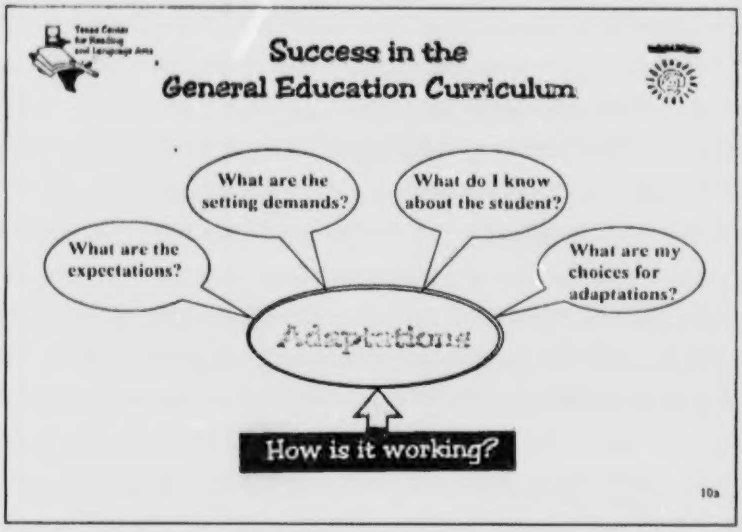
Why do struggling writers struggle?

#3

How can we as teachers make a difference?

- Provide a motivating environment for writing.
- Teach knowledge and skills and their applications.
- Model thought processes and strategies (Think-aloud technique).

Overhead #10a



Success in the General Education Curriculum

What are the expectations?

What are the setting demands?

What do I know about the student?

What are my choices for adaptations?

Adaptations

How is it working?

10a

Note: *This overhead is the first in a series of overheads that focus on adaptations for struggling readers and writers. These may include students with learning disabilities, emotional/behavioral disorders, mild to moderate cognitive disabilities, physical disabilities, attention problems, the spectrum of autistic behaviors, and sensory impairment (both deaf/hard of hearing and visual impairment).*

After Overhead #10, present Overheads #10a to #10e to provide an overview of the process for making adaptations and for introducing various types of adaptations.

After Overhead #64, present Overheads #64a to #64k to provide the participants with more specific examples of the three kinds of adaptations.

- Use Overhead #10a to explain that adaptations are key to the successful participation of struggling readers and writers in the general education curriculum.
- Provide an overview of the process for making adaptations for struggling readers and writers. Explain that in making adaptations four key questions are asked.
  - **What are the expectations** for learning (e.g., what are the student outcomes that you expect which may vary for individual students)? For example, student outcomes may include reading on grade level by the end of the year.
  - **What are the setting demands** (e.g., what are the specific tasks the student is expected to perform and what does the student have to do to successfully complete the task)? For example, the student can read, summarize, and answer a variety of questions about grade level reading material.

Bright Ideas

Success in the General Education Curriculum

Success in the General Education Curriculum (cont.)

Overhead #10a (cont.)

- **What do I know about the student** in the general education classroom in relation to his/her learning strengths and needs? For example, what are the student's specific strengths and needs in reading?
- **What are my choices for adaptations** (i.e., for students with disabilities think about what the IEP requires and what resources you might need to make these adaptations)? For example, will the student need high- interest/controlled-vocabulary text to be able to access subject matter on a topic?

- Explain that answering these four questions assists teachers in selecting adaptations. Remind the participants to collaborate with other specialists, such as vision, auditory, speech/language, and technology.
- Explain that a final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. This is an important key to the student's success in the general education curriculum. For example, is the student able to answer inferential comprehension questions successfully?

Individuals with Disabilities Education Act (IDEA 97)

Note to Presenter: With the reauthorization of the Individuals with Disabilities Education Act (IDEA 97), students' with disabilities participation in the general education curriculum and state/district assessments, such as TAAS, has increased as has general education teachers' participation in the IEP process. You may want to highlight these recent changes using the information provided below as one resource.

Overhead #10a (cont.)

- Explain to the participants that the law (IDEA 97) requires that accommodations or adaptations, modifications, supports, and supplementary aids and services be provided to ensure the success of students with disabilities in the general education curriculum (refer to IEP).
- Tell participants that IDEA 97 has also increased the participation of student's with disabilities in district/state assessments. Explain that under IDEA special education students are expected to: (1) take the standard assessments, (2) take them with accommodations, or (3) take alternative assessments. The IEP specifies if accommodations and modifications in the administration of these assessments or alternative assessments are to be used.
- Mention that IDEA 97 has also increased the general education teacher's role in the development, implementation, review, and revision of the student's Individualized Education Program. For example, goals and objectives may be targeted to be met in the general education classroom and monitoring is the responsibility of the general and special education teacher.

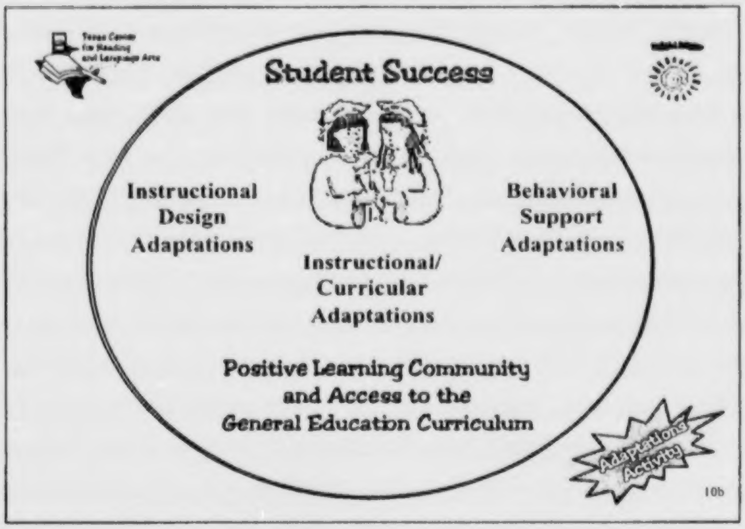
Bright Ideas

Individuals with Disabilities Education Act (IDEA

Student Success

Adaptations Activity

Overhead #10b



Student Success

Instructional Design Adaptations

Instructional/ Curricular Adaptations

Behavioral Support Adaptations

Positive Learning Community and Access to the General Education Curriculum

Adaptations Activity

10b

- Use Overhead #10b to introduce this Activity and to explain that adaptations for students can be organized into three categories: designing instruction, adapting instruction or curriculum, and providing behavioral support. For example, an adaptation for "designing instruction" might be including fewer problems per page, for "adapting instruction or curriculum," an example might be enlarging print for a child with poor vision, and for "behavioral support adaptations," an example might be having a behavior plan in place to alter "out-of-seat behavior."
- Ask the participants to work in pairs and discuss one student with whom they have worked successfully. Have them list and explain three adaptations they used to support that student in each of these three areas.
- Explain that each category will now be discussed.

Note: *You may use chart paper and self-sticking notes so that participants can display their ideas. Hang one piece of chart paper for each of the three types of adaptations. Ask participants to write their adaptations on the notes and put the notes on the appropriate chart paper. This can be an on-going activity throughout the workshop.*

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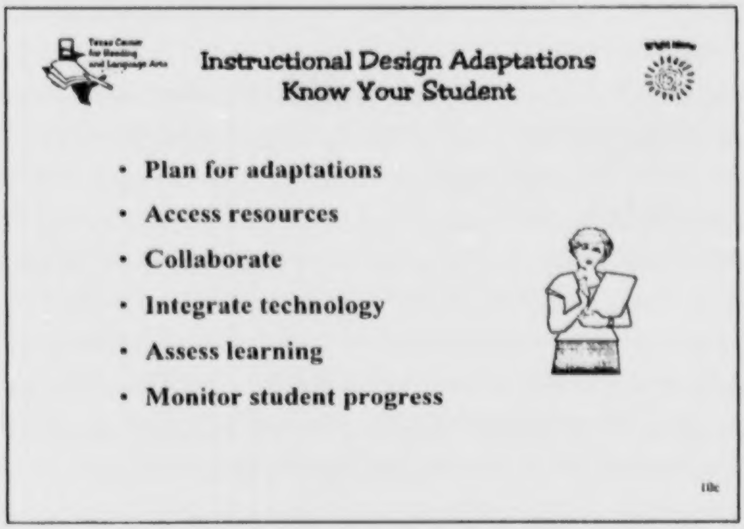
Overhead #10c



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Instructional Design Adaptations
Know Your Student

- Plan for adaptations
- Access resources
- Collaborate
- Integrate technology
- Assess learning
- Monitor student progress

10c

- Use Overhead #10c to introduce the importance of instructional design adaptations.
- Explain that instructional design is critical for making adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.

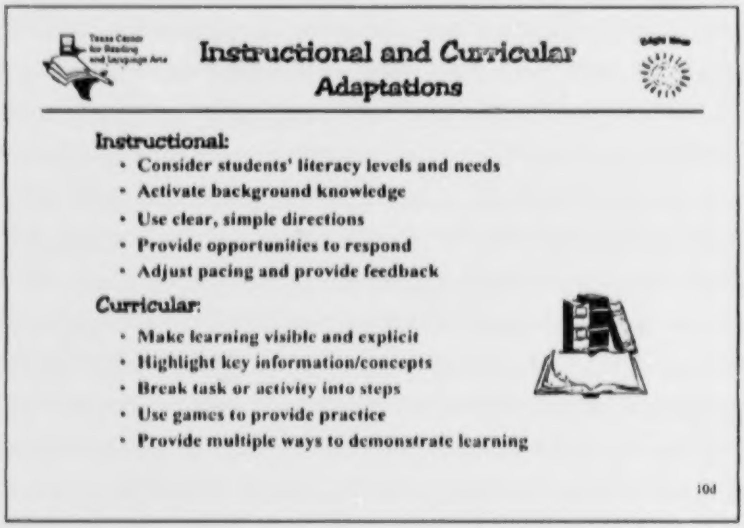
Bright Ideas

Instructional Design Adaptations

Bright Ideas

Instructional and Curricular Adaptations

Overhead #10d



Instructional and Curricular Adaptations

Instructional:

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

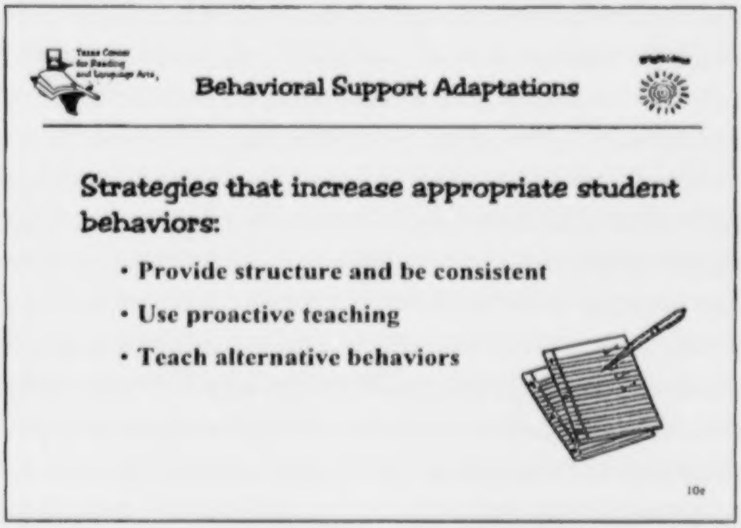
Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning

10d

- Use Overhead #10d to introduce common examples of instructional and curricular adaptations.
- Mention that research supports these adaptations. (See Handout, "Suggestions for Adaptations" for typical adaptations.)

Overhead #10e



Behavioral Support Adaptations

Strategies that increase appropriate student behaviors:

- **Provide structure and be consistent**
- **Use proactive teaching**
- **Teach alternative behaviors**

10e

- Use Overhead #10e to introduce behavioral support adaptations.
- Explain that a third type of adaptation focuses on behavioral support.
- Have participants give examples of how inappropriate classroom behaviors can interrupt the teaching and learning process and the type of strategies they use to promote positive behavior and a positive learning environment. Students learn better when behavioral supports are in place.
- See Handout, "Suggestion for Adaptations" for typical adaptations.
- Explain that later in the workshop participants will focus more intently on specific behavioral adaptations.
- Encourage the participants to think about adaptations as they continue the workshop. (Self-sticking notes and chart paper activity can be continued.)

Bright Ideas

Behavioral Support Adaptations

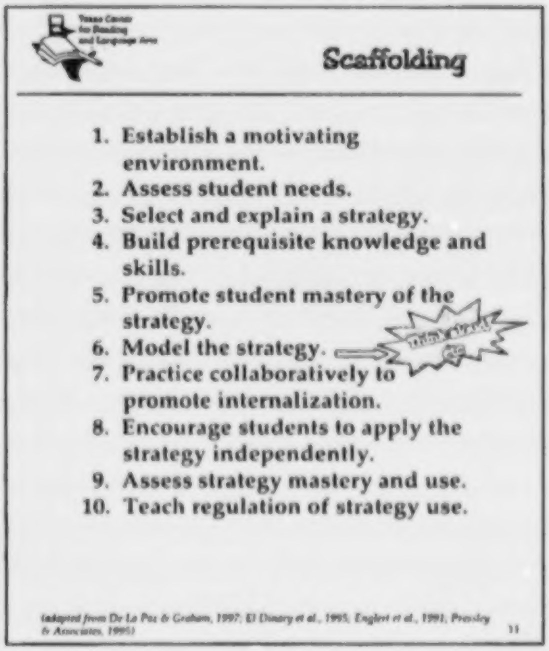
Scaffolding

- Use Overhead #11 to introduce the concept of scaffolding, and how the three items discussed in the previous overhead fit into a lesson cycle.
- Emphasize that scaffolding focuses on teaching a strategy, while building related knowledge and skills. This is important in that struggling writers lack the strategies that more effective writers use relatively spontaneously.
- Refer participants to the Handout "Teaching a Strategy by Scaffolding" for more details.

Tips for Getting the Most Out of Your Scaffolding

- Use Overhead #12 to present ways that teachers can most effectively use the time they spend scaffolding.
- Helping students internalize one or two key strategies is more effective in the long run than "covering" a plethora of techniques. Add strategies as students gain mastery.

Overhead #11



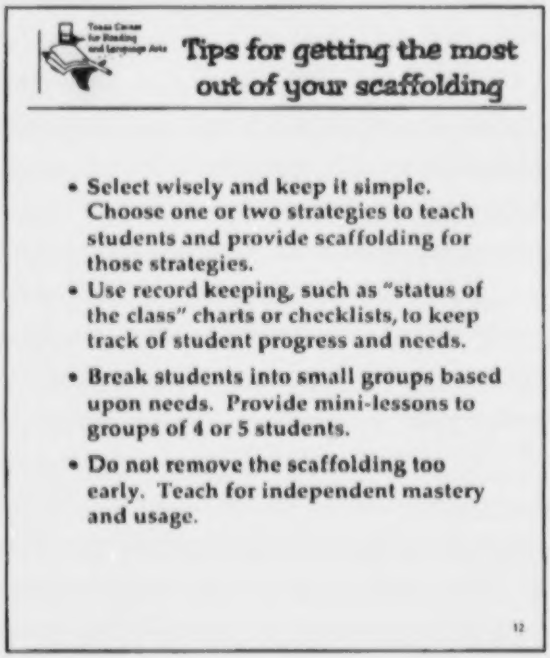
Scaffolding

1. **Establish a motivating environment.**
2. **Assess student needs.**
3. **Select and explain a strategy.**
4. **Build prerequisite knowledge and skills.**
5. **Promote student mastery of the strategy.**
6. **Model the strategy.**
7. **Practice collaboratively to promote internalization.**
8. **Encourage students to apply the strategy independently.**
9. **Assess strategy mastery and use.**
10. **Teach regulation of strategy use.**

(adapted from De La Paz & Graham, 1997; El Dinary et al., 1995; Englert et al., 1991; Pressley & Associates, 1995)

11

Overhead #12

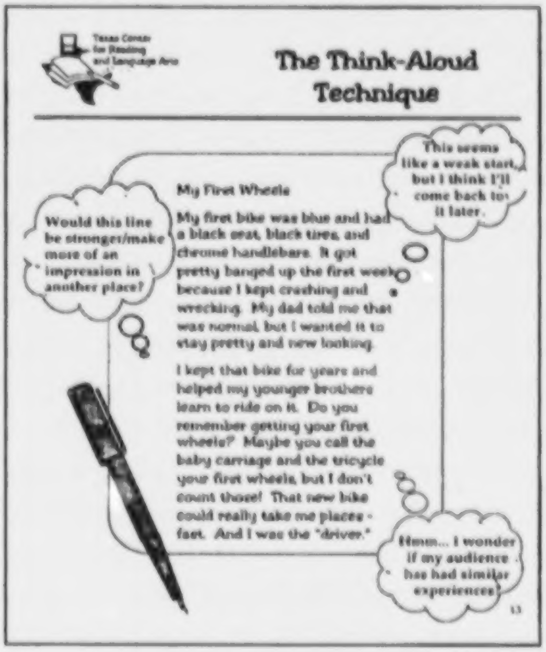


Tips for getting the most out of your scaffolding

- **Select wisely and keep it simple. Choose one or two strategies to teach students and provide scaffolding for those strategies.**
- **Use record keeping, such as "status of the class" charts or checklists, to keep track of student progress and needs.**
- **Break students into small groups based upon needs. Provide mini-lessons to groups of 4 or 5 students.**
- **Do not remove the scaffolding too early. Teach for independent mastery and usage.**

12

Overhead #13



The Think-Aloud Technique

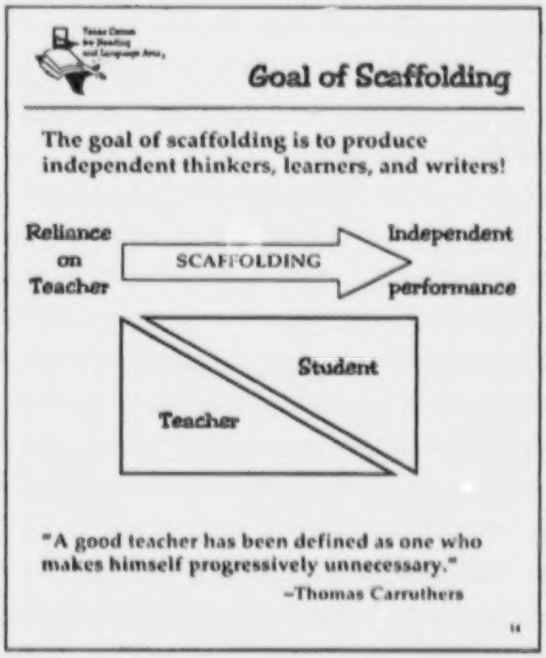
My First Wheels

My first bike was blue and had a black seat, black tires, and chrome handlebars. It got pretty banged up the first week because I kept crashing and wrecking. My dad told me that was normal, but I wanted it to stay pretty and new looking.

I kept that bike for years and helped my younger brothers learn to ride on it. Do you remember getting your first wheels? Maybe you call the baby carriage and the tricycle your first wheels, but I don't count those! That new bike could really take me places - fast. And I was the "driver."

Would this line be stronger/make more of an impression in another place?
This seems like a weak start, but I think I'll come back to it later.
Hmm... I wonder if my audience has had similar experiences?
13

Overhead #14



Goal of Scaffolding

The goal of scaffolding is to produce independent thinkers, learners, and writers!

Reliance on Teacher
SCAFFOLDING
Independent performance
Student
Teacher
14

"A good teacher has been defined as one who makes himself progressively unnecessary."

–Thomas Carruthers

The Think-Aloud Technique

- Use Overhead #13 to illustrate modeling. Explain the need to model the thinking processes of writing as well as the actions the writer takes. The goal of the think-aloud technique is to make these processes and actions explicit through teacher modeling and scaffolding. The teacher models her thoughts as she writes. Students take on increasing responsibility for offering text and for explicitly stating the thought processes behind their choices. (Englert et al., 1991)

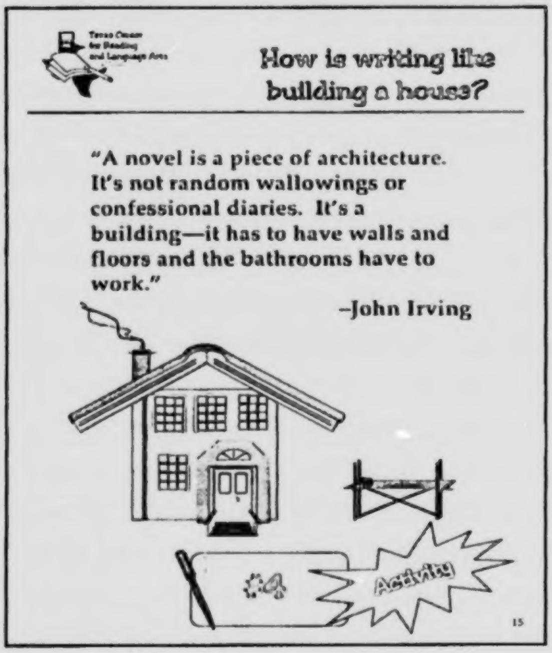
Goal of Scaffolding

- Use this Overhead #14 to explain that the purpose of scaffolding is to develop independence. Point out how the role of the teacher and student change over time.
- Emphasize that the teacher can not be there forever for the student and therefore must create independent writers.

How is Writing Like Building a House?

- Use Overhead #15 to introduce the extended metaphor of writing as a building process. For example, builders use scaffolds as temporary structure for holding workers and materials. In much the same way, teachers provide support through instruction (scaffold).
- Activity # 4: In groups of three or four, participants can brainstorm similarities between writing and building.

Overhead #15



How is writing like building a house?

"A novel is a piece of architecture. It's not random wallowings or confessional diaries. It's a building—it has to have walls and floors and the bathrooms have to work."

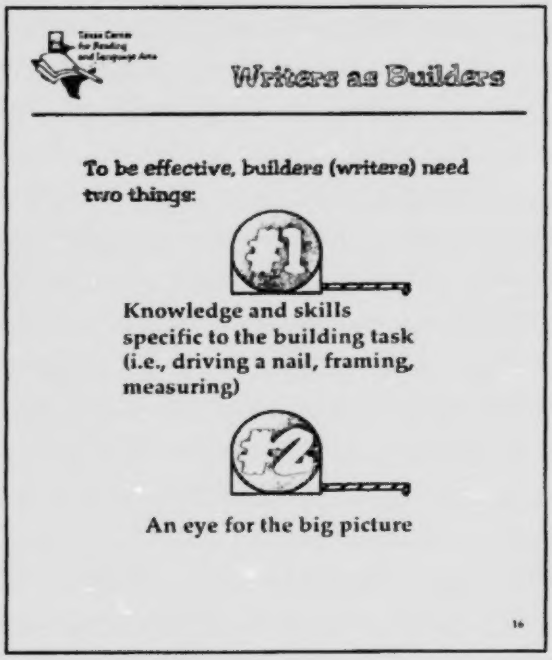
–John Irving

15

Writers as Builders

- Use Overhead #16 to introduce the layout of the remainder of the notebook. In each phase of the writing process, the writer needs specific knowledge, skills, and strategies. Throughout the workshop, the activities titled "Building related knowledge and skills" are intended to develop the prerequisite skills for that particular topic.

Overhead #16



Writers as Builders

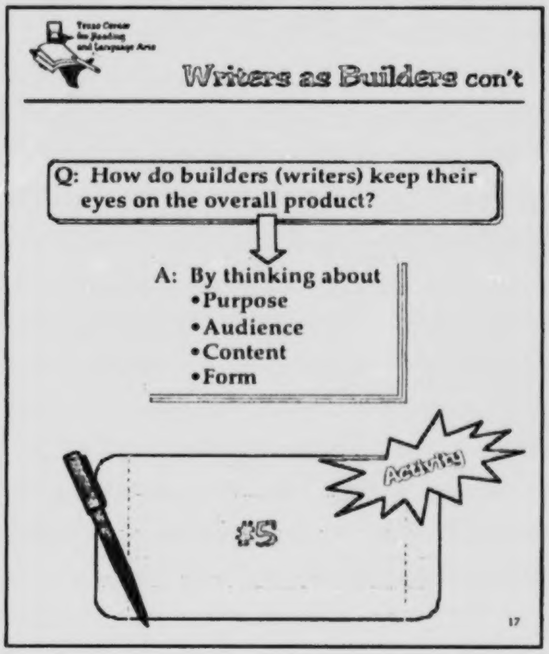
To be effective, builders (writers) need two things:

Knowledge and skills specific to the building task (i.e., driving a nail, framing, measuring)

An eye for the big picture

16

Overhead #17



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Writers as Builders con't

Q: How do builders (writers) keep their eyes on the overall product?

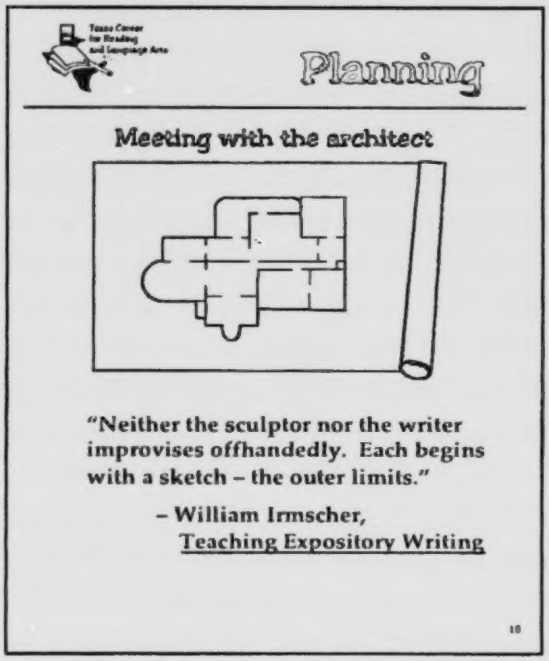
A: By thinking about
- Purpose
- Audience
- Content
- Form

Activity

#5

17

Overhead #18



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Planning

Meeting with the architect

"Neither the sculptor nor the writer improvises offhandedly. Each begins with a sketch – the outer limits."

– William Irmscher,
Teaching Expository Writing

18

Writers as Builders (con't)

- Use Overhead #17 to discuss the importance of purpose, audience, content, and form for writers. If time permits, lead participants in a discussion of what happens when builders and writers fail to keep these concepts in mind as they construct.
- In the following sections of the notebook, there frequently will be questions that writers ask themselves as they write. These questions are intended to help writers keep their eye on the big picture by focusing on the purpose, audience, content, and form of their writing.

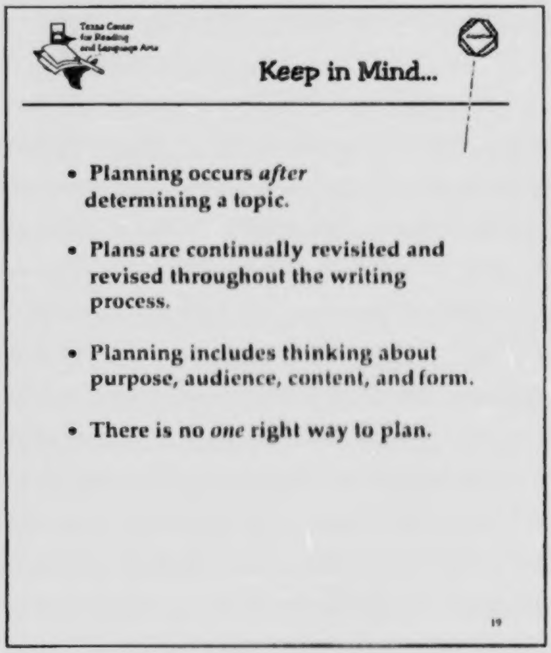
Planning

- Use Overhead #18 to introduce the concept that planning is just as essential to the writing process as it is to the building process.

Keep in Mind...

- Use Overhead #19 to discuss recommendations for the planning stage.

Overhead #19



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Keep in Mind...

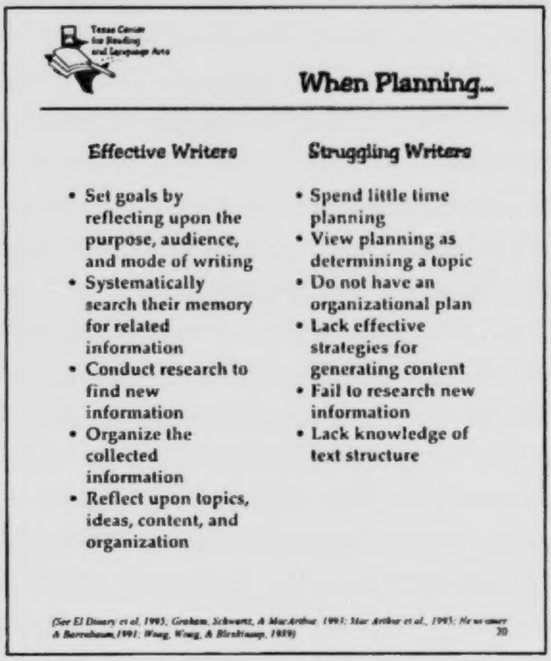
- Planning occurs *after* determining a topic.
- Plans are continually revisited and revised throughout the writing process.
- Planning includes thinking about purpose, audience, content, and form.
- There is no *one* right way to plan.

19

When Planning...

- Use Overhead #20 to highlight the differences in how effective writers and struggling writers approach planning.
- Refer participants to the Handout titled "Techniques for Discovering a Topic" if they need ways to help the struggling writer during this initial stage of the process.

Overhead #20



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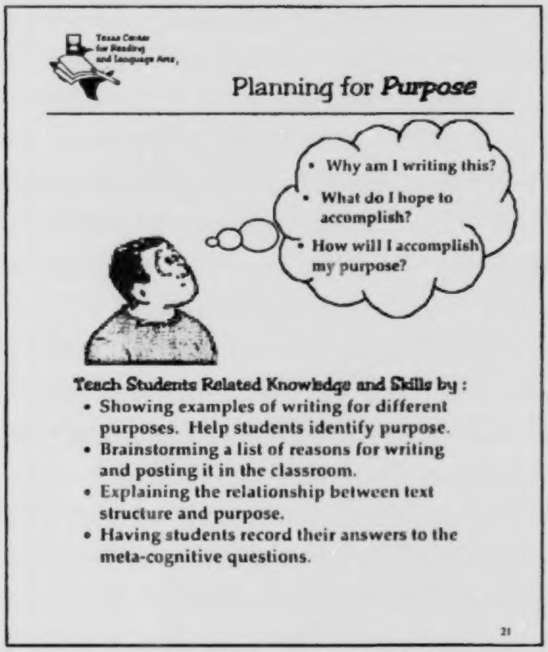
When Planning...

Effective Writers	Struggling Writers
• Set goals by reflecting upon the purpose, audience, and mode of writing	• Spend little time planning
• Systematically search their memory for related information	• View planning as determining a topic
• Conduct research to find new information	• Do not have an organizational plan
• Organize the collected information	• Lack effective strategies for generating content
• Reflect upon topics, ideas, content, and organization	• Fail to research new information
	• Lack knowledge of text structure

(See El Dinary et al, 1995; Graham, Schwartz, & MacArthur, 1993; MacArthur et al., 1995; Newcomer & Barenbaum, 1991; Wong, Wong, & Blenkinsop, 1989)

20

Overhead #21



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Planning for *Purpose*

- Why am I writing this?
- What do I hope to accomplish?
- How will I accomplish my purpose?

Teach Students Related Knowledge and Skills by :

- Showing examples of writing for different purposes. Help students identify purpose.
- Brainstorming a list of reasons for writing and posting it in the classroom.
- Explaining the relationship between text structure and purpose.
- Having students record their answers to the meta-cognitive questions.

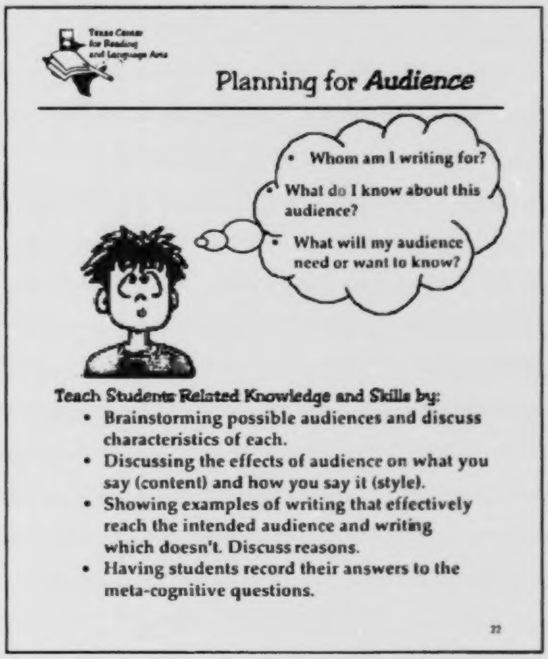
21

Planning for Purpose

- Use Overhead #21 to introduce appropriate questions to help students think about purpose during the planning phase. The think-aloud technique can be used to model these questions.
- Suggested teaching activities are intended to build the related knowledge and skills that will support the students' understanding of planning for purpose.

Note: *Use your writing samples with this overhead.*

Overhead #22



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Planning for *Audience*

- Whom am I writing for?
- What do I know about this audience?
- What will my audience need or want to know?

Teach Students Related Knowledge and Skills by:

- Brainstorming possible audiences and discuss characteristics of each.
- Discussing the effects of audience on what you say (content) and how you say it (style).
- Showing examples of writing that effectively reach the intended audience and writing which doesn't. Discuss reasons.
- Having students record their answers to the meta-cognitive questions.

22

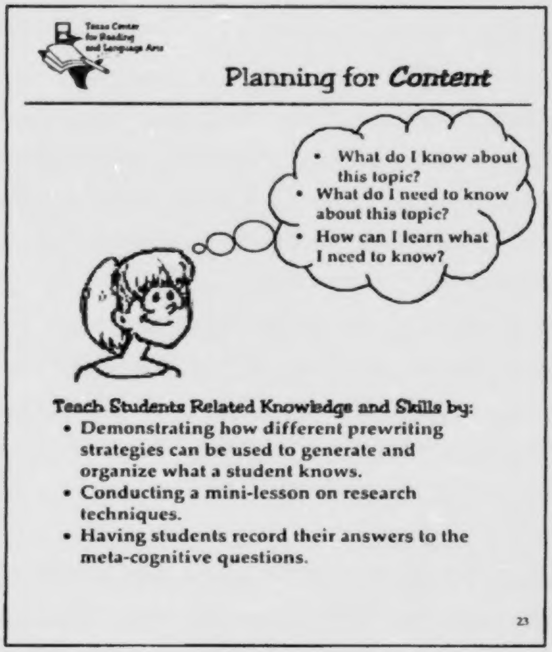
Planning for Audience

- Use Overhead #22 to introduce appropriate questions to help students think about "audience" during the planning phase. The think-aloud technique can be used to model these questions.
- Suggested teaching activities are intended to build the related knowledge and skills that will support the students' understanding of planning for "audience."

Planning for *Content*

- Use Overhead #23 to introduce appropriate questions to help students think about "content" during the planning phase. The think-aloud technique can be used to model these questions.
- Suggested teaching activities are intended to build the related knowledge and skills which will support the students' understanding of planning "content."
- Refer participants to Handout "Techniques for Discovering a Topic." Explain that Handout "Techniques for Exploring a Topic and Determining What You Know" contains techniques to help students think about what they know about their topic.

Overhead #23



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Planning for *Content*

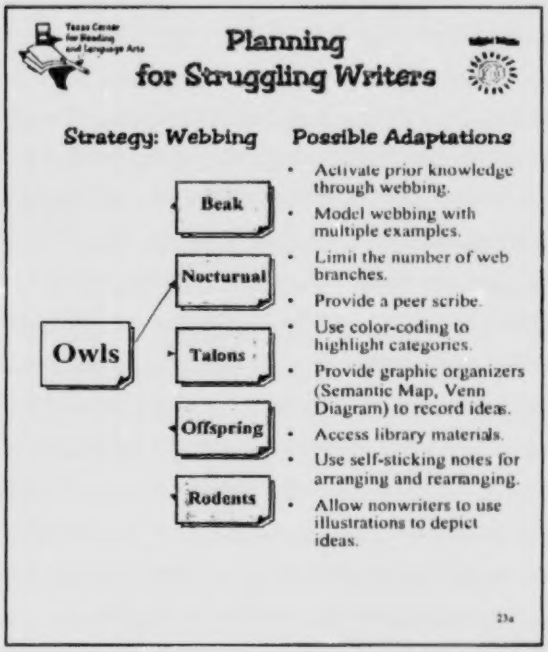
- What do I know about this topic?
- What do I need to know about this topic?
- How can I learn what I need to know?

Teach Students Related Knowledge and Skills by:

- Demonstrating how different prewriting strategies can be used to generate and organize what a student knows.
- Conducting a mini-lesson on research techniques.
- Having students record their answers to the meta-cognitive questions.

23

Overhead #23a



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Planning for Struggling Writers

Bright Ideas

Strategy: Webbing

Owls
Beak
Nocturnal
Talons
Offspring
Rodents

Possible Adaptations

- Activate prior knowledge through webbing.
- Model webbing with multiple examples.
- Limit the number of web branches.
- Provide a peer scribe.
- Use color-coding to highlight categories.
- Provide graphic organizers (Semantic Map, Venn Diagram) to record ideas.
- Access library materials.
- Use self-sticking notes for arranging and rearranging.
- Allow nonwriters to use illustrations to depict ideas.

23a

- Use Overhead #23a to begin a discussion of adaptations for each stage of the writing process. Tell participants that webbing is one strategy that often times helps struggling writers because it provides structure to the planning stage of the writing process. Suggestions for adapting the webbing process are outlined under "Possible Adaptations."

- Also mention to participants that the writing guide covers the four processes of writing: planning, drafting, revising, and editing. They will find adaptations for struggling students in each of these areas.

- Tell participants that after brainstorming the ideas related to the topic, the students can categorize the ideas and discuss the categories for which they have the most knowledge. Teachers may want to limit the number of categories and use self-sticking notes to assist struggling writers.

  For example, if "owls" is the topic of study, students might brainstorm words such as beak, nocturnal, talons, feathers, rodents, birds, and so forth. Students can categorize the words into habits (nocturnal), body parts (beak, feathers, talons), and food (rodents, birds), and then rearrange the web so that "owls" is at the center surrounded by the categories. Each category has details listed around it. Using self-sticking notes allows for easy rearranging.

- Explain to participants that webbing is helpful with both expository and narrative text.

Note: *At the planning stage, limiting the number of categories used in the web can be helpful because students can focus on fewer, but more important ideas.*

Bright Ideas

Planning for Struggling Writers

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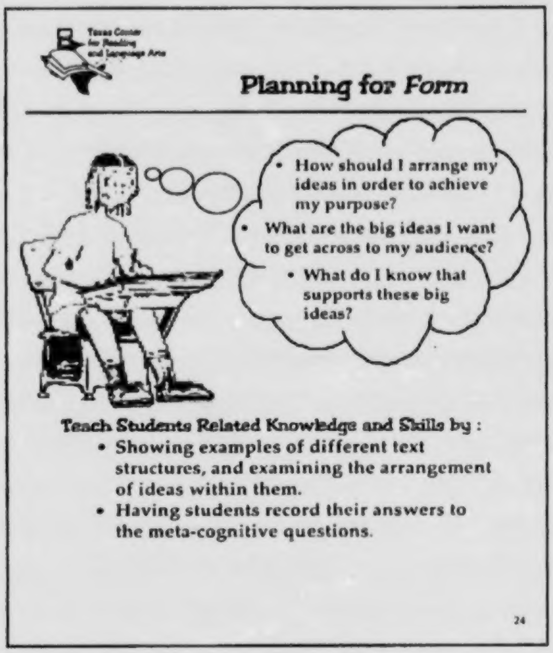
Planning for Form

- Use Overhead #24 to introduce appropriate questions to help students think about "form" during the planning phase. The think-aloud technique can be used to model these questions.
- Suggested teaching activities are intended to build the related knowledge and skills that will support the students' understanding of planning for form.

Note: Examples of text structures to show include: narrative, compare/contrast, explanation, problem/solution, thesis/statement and the arrangement of ideas within them.

Overhead #24



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Planning for *Form*

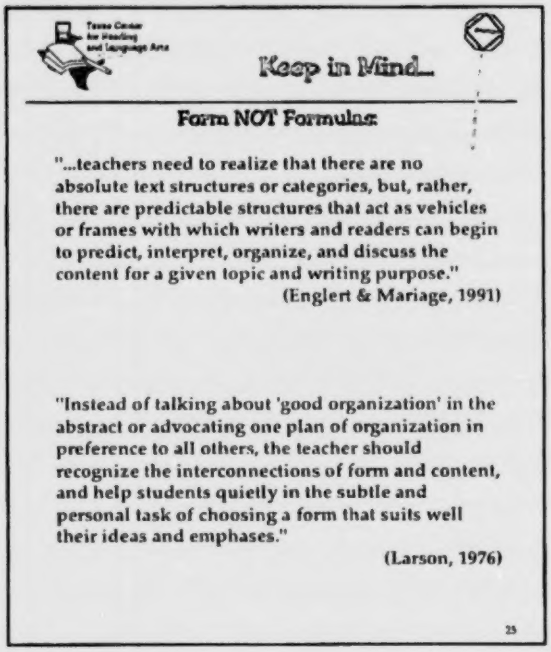
- How should I arrange my ideas in order to achieve my purpose?
- What are the big ideas I want to get across to my audience?
- What do I know that supports these big ideas?

Teach Students Related Knowledge and Skills by :

- Showing examples of different text structures, and examining the arrangement of ideas within them.
- Having students record their answers to the meta-cognitive questions.

24

Overhead #25



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Keep in Mind...

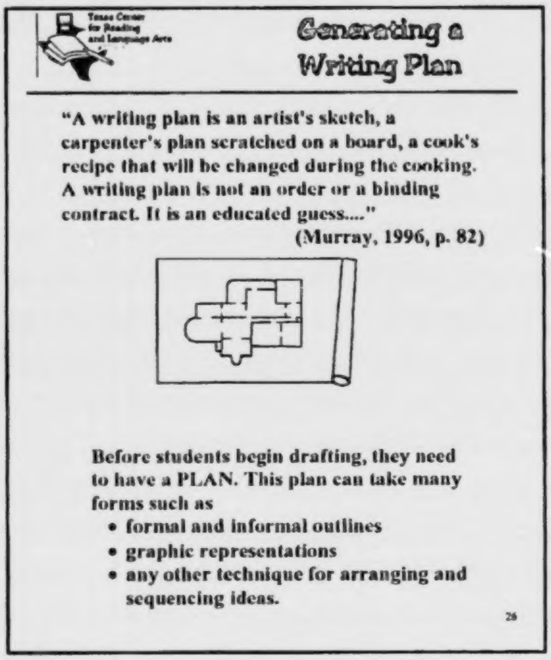
Form NOT Formulas

"...teachers need to realize that there are no absolute text structures or categories, but, rather, there are predictable structures that act as vehicles or frames with which writers and readers can begin to predict, interpret, organize, and discuss the content for a given topic and writing purpose."
(Englert & Mariage, 1991)

"Instead of talking about 'good organization' in the abstract or advocating one plan of organization in preference to all others, the teacher should recognize the interconnections of form and content, and help students quietly in the subtle and personal task of choosing a form that suits well their ideas and emphases."
(Larson, 1976)

25

Overhead #26



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Generating a Writing Plan

"A writing plan is an artist's sketch, a carpenter's plan scratched on a board, a cook's recipe that will be changed during the cooking. A writing plan is not an order or a binding contract. It is an educated guess...."
(Murray, 1996, p. 82)

Before students begin drafting, they need to have a PLAN. This plan can take many forms such as
- formal and informal outlines
- graphic representations
- any other technique for arranging and sequencing ideas.

26

Keep in Mind...

- Use Overhead #25 to emphasize that encouraging students to think about form is NOT the same as promoting formulas for generating content to fit. Teachers should be encouraged to teach text structure and the flexible nature of predictable forms without limiting students to formulas such as "the five-paragraph theme." For a more detailed discussion of this topic, refer participants to Irmscher (1979).

Generating a Writing Plan

- Use Overhead #26 to emphasize that while much planning takes place in the writer's head, most writers find it helpful to generate a written plan to help guide their efforts during the subsequent stages of the writing process.
- Refer participants to the Handouts "Webbing," "Persuasive/Descriptive Writing," "Compare/ Contrast Writing" for sample graphic organizers. For a more extensive discussion of planning alternatives, refer participants to Murray (1996).

The Planning Conference

- Use Overhead #27 to introduce how conferencing can be used as a tool for helping students plan more effectively. Refer participants to Handout "The Planning Conference" for more specific information on the roles of the writer and partner during this conference.
- Emphasize that the purpose of the conference is to allow the writer a forum to receive feedback on his or her ideas. The primary role of the partner is to suggest ideas and give a preliminary evaluation of the writers planning.

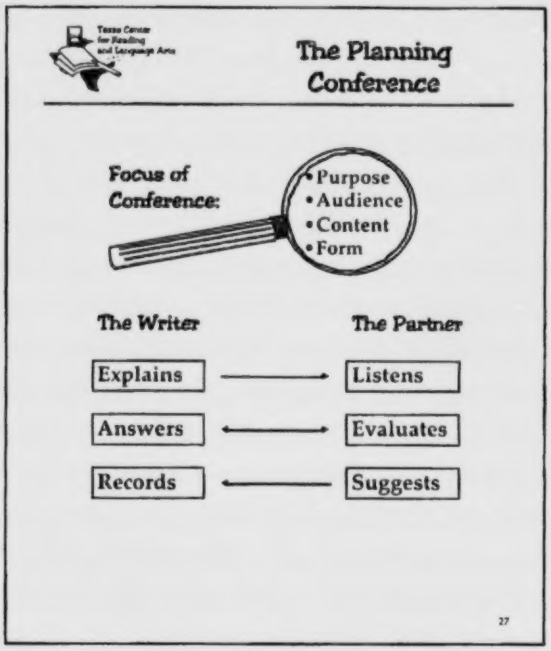
Tips for Planning Conferences

- Use Overhead #28 to provide tips for planning conferences. (De La Paz & Graham, 1997)

Tell participants:

- Students should be able to "conference" effectively with the teacher in whole class instruction, and/or in small group instruction before working in dyads.
- Conferences often fail because students do not have an agenda for the conference, have failed to internalize the process, and/or have little ownership of the product.

Overhead #27



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The Planning Conference

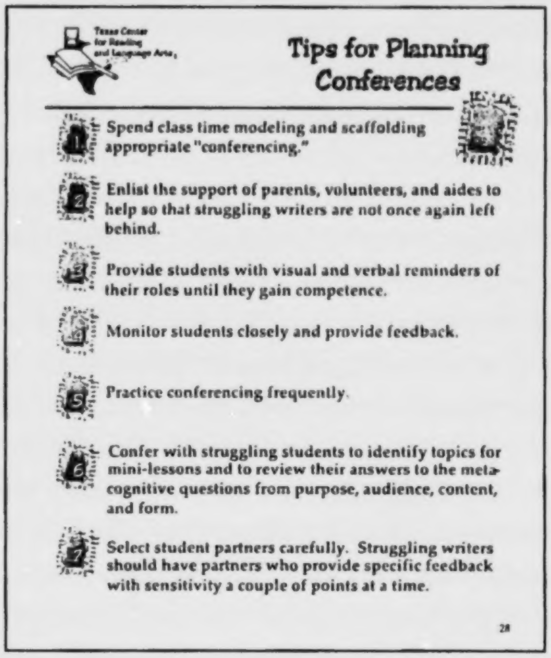
Focus of Conference:

- Purpose
- Audience
- Content
- Form

The Writer		The Partner
Explains	→	Listens
Answers	↔	Evaluates
Records	←	Suggests

27

Overhead #28



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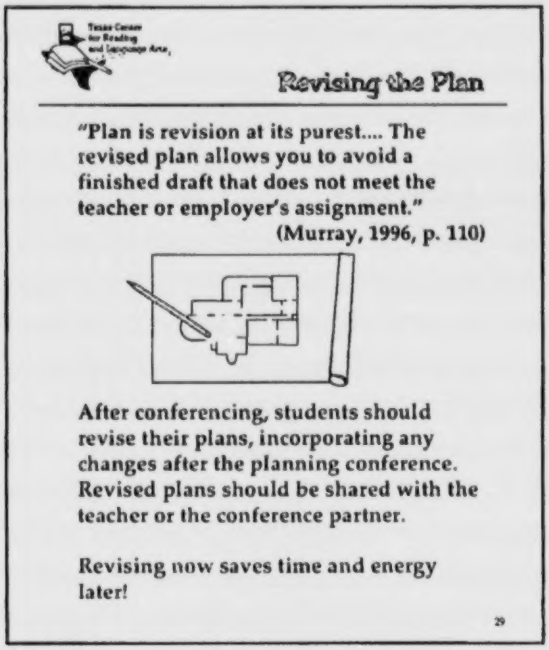
Tips for Planning Conferences

1. Spend class time modeling and scaffolding appropriate "conferencing."
2. Enlist the support of parents, volunteers, and aides to help so that struggling writers are not once again left behind.
3. Provide students with visual and verbal reminders of their roles until they gain competence.
4. Monitor students closely and provide feedback.
5. Practice conferencing frequently.
6. Confer with struggling students to identify topics for mini-lessons and to review their answers to the metacognitive questions from purpose, audience, content, and form.
7. Select student partners carefully. Struggling writers should have partners who provide specific feedback with sensitivity a couple of points at a time.

28

Overhead #29



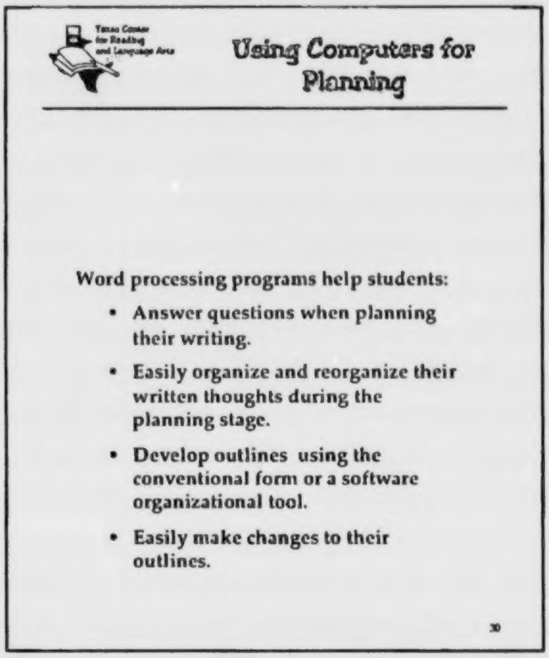
Revising the Plan

"Plan is revision at its purest.... The revised plan allows you to avoid a finished draft that does not meet the teacher or employer's assignment."
(Murray, 1996, p. 110)

After conferencing, students should revise their plans, incorporating any changes after the planning conference. Revised plans should be shared with the teacher or the conference partner.

Revising now saves time and energy later!

Overhead #30



Using Computers for Planning

Word processing programs help students:

- Answer questions when planning their writing.
- Easily organize and reorganize their written thoughts during the planning stage.
- Develop outlines using the conventional form or a software organizational tool.
- Easily make changes to their outlines.

Revising the Plan

- Use Overhead #29 to remind participants that plans are flexible, and that students should be encouraged to revise their plans as necessary after conferencing.

Using Computers for Planning

- Use Overhead #30 to introduce the idea that word processing programs and organizational software tools are a good way for students, particularly struggling writers, to get preliminary thoughts on paper.
- Discuss the availability of computers in participants' schools and how they can facilitate student access to computers.
- Note: It is important to discuss the need to allow opportunities for students to develop keyboard skills and familiarity with the word processing program before beginning the writing process.
- Tell participants we will now focus on the drafting stage of the writing process.

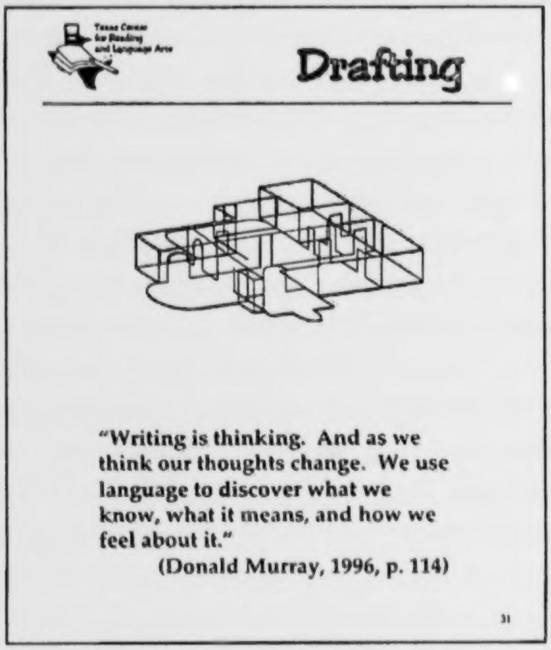
Drafting

- Use Overhead #31 to introduce drafting as a stage in the writing process analogous to the beginning stages of building.
- Explain that when building a house, the plan is used to lay a foundation and frame the house. For the purposes of our analogy, students can think of drafting paragraphs as framing and building rooms. Rooms fit together to form a unified house. Doors and hallways allow movement among rooms, just as transitions allow the reader to move smoothly from paragraph to paragraph.

When Drafting...

- Use Overhead #32 to emphasize the differences between effective and struggling writers during drafting.

Overhead #31



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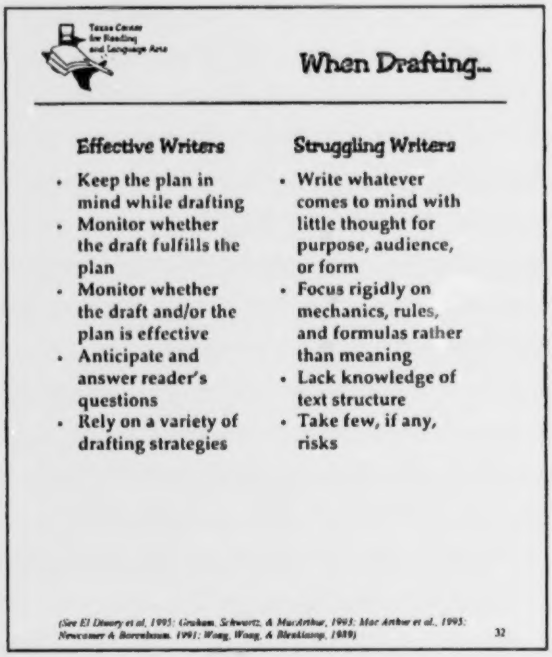
Drafting

"Writing is thinking. And as we think our thoughts change. We use language to discover what we know, what it means, and how we feel about it."
(Donald Murray, 1996, p. 114)

Overhead #32



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When Drafting...

Effective Writers

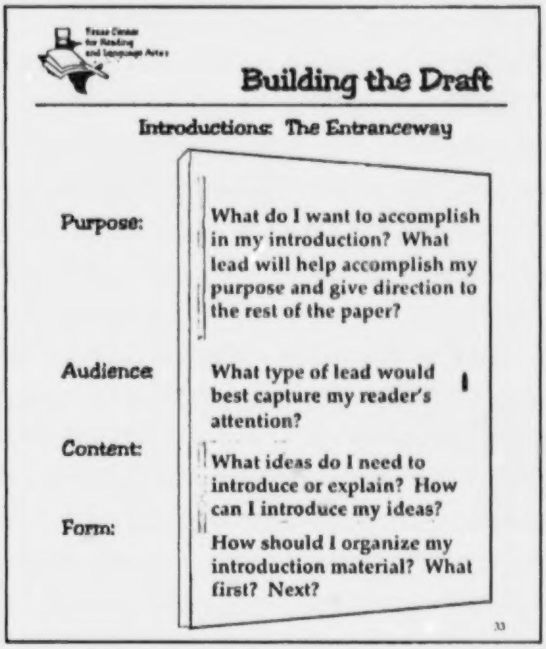
- Keep the plan in mind while drafting
- Monitor whether the draft fulfills the plan
- Monitor whether the draft and/or the plan is effective
- Anticipate and answer reader's questions
- Rely on a variety of drafting strategies

Struggling Writers

- Write whatever comes to mind with little thought for purpose, audience, or form
- Focus rigidly on mechanics, rules, and formulas rather than meaning
- Lack knowledge of text structure
- Take few, if any, risks

(See El Dinary et al, 1995; Graham, Schwartz, & MacArthur, 1993; Mac Arthur et al., 1995; Newcomer & Barenbaum, 1991; Wong, Wong, & Blenkinsop, 1989)

Overhead #33



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Building the Draft

Introductions: The Entranceway

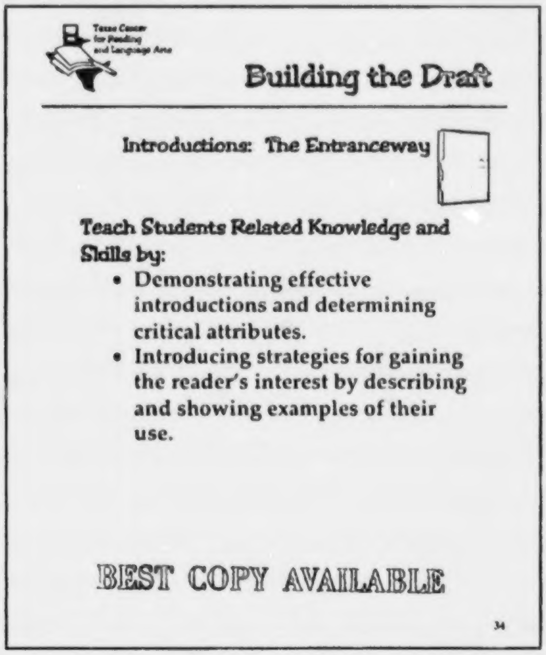
Purpose:	What do I want to accomplish in my introduction? What lead will help accomplish my purpose and give direction to the rest of the paper?
Audience:	What type of lead would best capture my reader's attention?
Content:	What ideas do I need to introduce or explain? How can I introduce my ideas?
Form:	How should I organize my introduction material? What first? Next?

33

Building the Draft

- Because writers usually draft section by section, this overhead presents the meta-cognitive questions a writer needs to contemplate as he or she drafts an introduction.
- Use Overhead #33 to explain that an introduction is much like the front door of a house: it is the entranceway into the rest of the paper and is the first impression the reader has of the paper.

Overhead #34



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Building the Draft

Introductions: The Entranceway

Teach Students Related Knowledge and Skills by:

- Demonstrating effective introductions and determining critical attributes.
- Introducing strategies for gaining the reader's interest by describing and showing examples of their use.

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34

Building the Draft (con't)

- Use Overhead #34 to suggest that activities are intended to build student familiarity with effective introductions.
- Refer participants to the Handout "Drafting Strategies" for a list of effective introductory techniques.

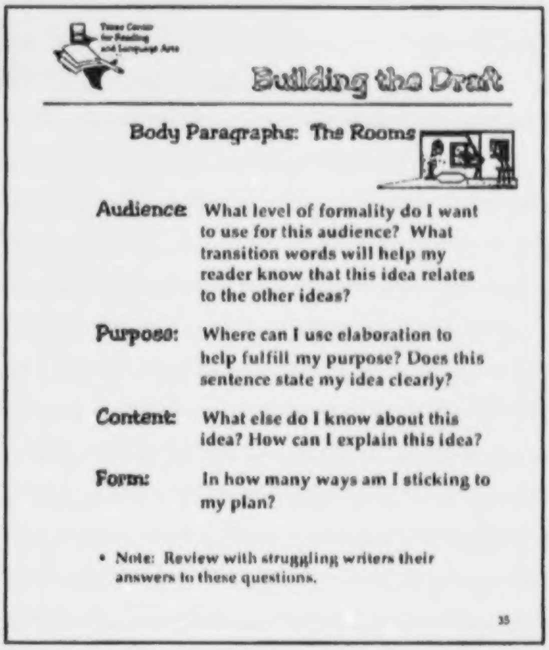
Building the Draft (con't)

- Use Overhead #35 to introduce the questions a writer would need to contemplate as he or she drafts body paragraphs.
- Remind participants that students who struggle with writing will require frequent teacher feedback. Ask participants how this can be accomplished.

Building the Draft (con't)

- In order to draft effectively, students must be able to generate sentences, elaborate, and organize paragraphs. Struggling writers often have difficulty with all of these processes and will need specific instruction in strategies.
- Use Overhead #36 to review techniques participants can use to assist students during the drafting stage.
- Refer participants to relevant handouts "Paragraphing," "Sentence Expansion Strategy," and "Sentence Generating Strategy."

Overhead #35



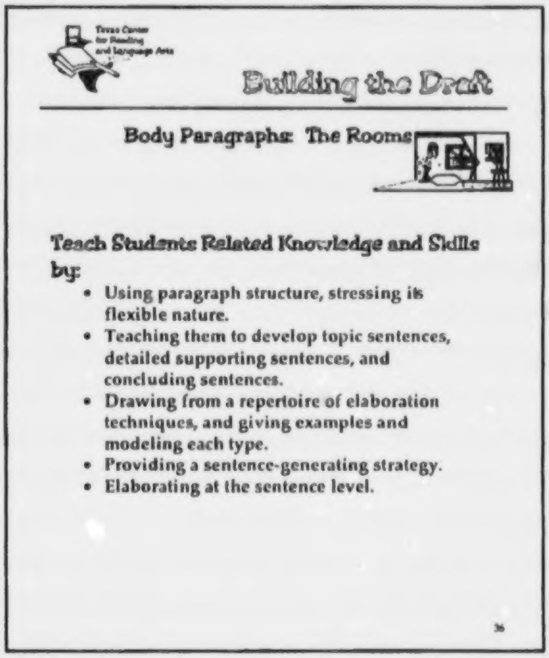
Building the Draft

Body Paragraphs: The Rooms

Audience:	What level of formality do I want to use for this audience? What transition words will help my reader know that this idea relates to the other ideas?
Purpose:	Where can I use elaboration to help fulfill my purpose? Does this sentence state my idea clearly?
Content:	What else do I know about this idea? How can I explain this idea?
Form:	In how many ways am I sticking to my plan?

- Note: Review with struggling writers their answers to these questions.

Overhead #36



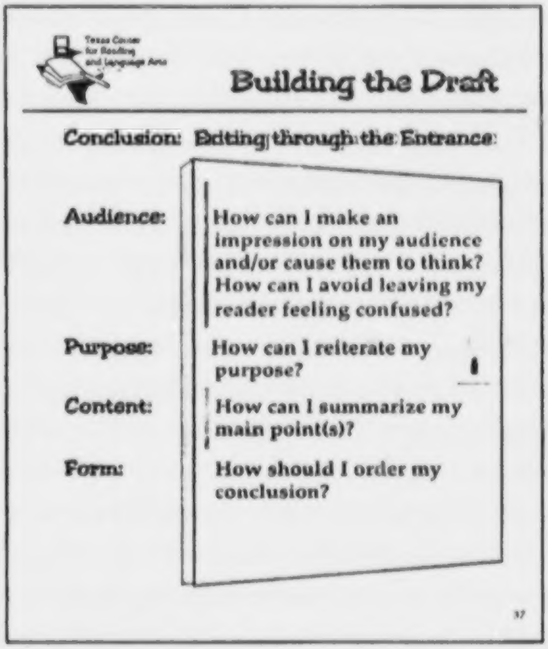
Building the Draft

Body Paragraphs: The Rooms

Teach Students Related Knowledge and Skills by:

- Using paragraph structure, stressing its flexible nature.
- Teaching them to develop topic sentences, detailed supporting sentences, and concluding sentences.
- Drawing from a repertoire of elaboration techniques, and giving examples and modeling each type.
- Providing a sentence-generating strategy.
- Elaborating at the sentence level.

Overhead #37

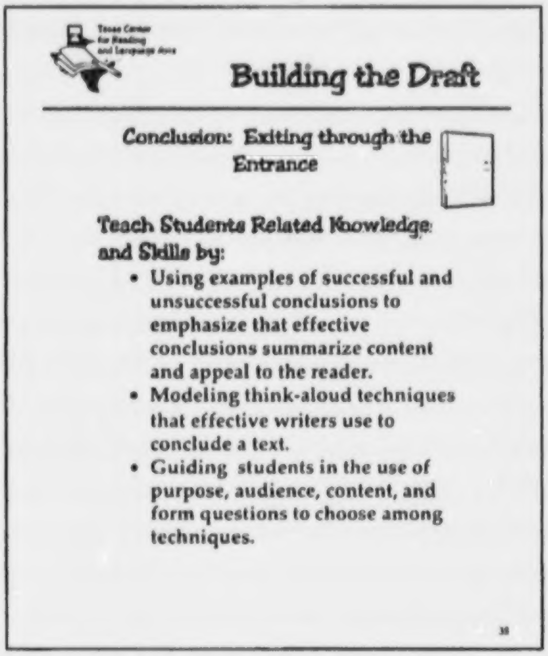


Building the Draft

Conclusion: Exiting through the Entrance

Audience:	How can I make an impression on my audience and/or cause them to think? How can I avoid leaving my reader feeling confused?
Purpose:	How can I reiterate my purpose?
Content:	How can I summarize my main point(s)?
Form:	How should I order my conclusion?

Overhead #38



Building the Draft

Conclusion: Exiting through the Entrance

Teach Students Related Knowledge and Skills by:

- Using examples of successful and unsuccessful conclusions to emphasize that effective conclusions summarize content and appeal to the reader.
- Modeling think-aloud techniques that effective writers use to conclude a text.
- Guiding students in the use of purpose, audience, content, and form questions to choose among techniques.

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Building the Draft (con't)

- Use Overhead #37 to present the questions a writer may ask while drafting a conclusion.

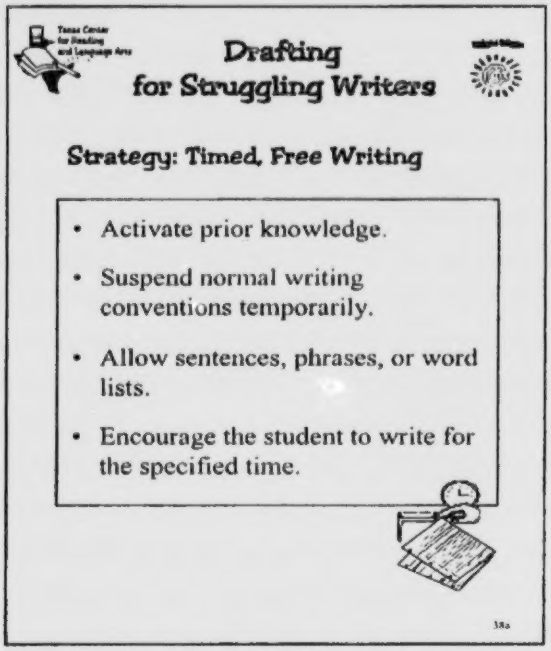
Building the Draft (con't)

- Struggling writers may have little understanding of the purposes of conclusions or techniques to use to conclude the text. Use Overhead #38 to explain ways to help writers generate good conclusions.
- Refer participants back to questions students answer for purpose, audience, content, and form (Overheads #21-24).

Bright Ideas

Drafting for Struggling Writers

Overhead #38a



Drafting for Struggling Writers

Strategy: Timed, Free Writing

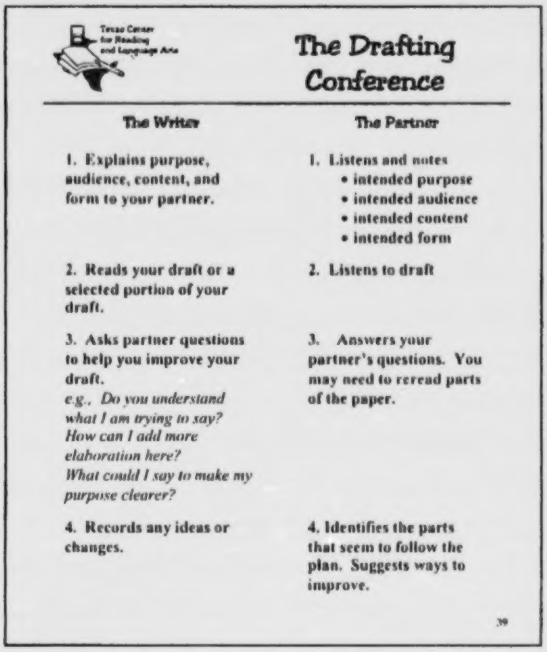
- Activate prior knowledge.
- Suspend normal writing conventions temporarily.
- Allow sentences, phrases, or word lists.
- Encourage the student to write for the specified time.

38a

- Use Overhead #38a to introduce the strategy of timed, free writing. This strategy is designed to help students get their ideas on paper. For example, timed writing allows students to have a free flow of thoughts without concern for punctuation, spelling, and/or organization. Students are encouraged to write whatever comes into their minds related to the topic.
- Activate prior knowledge to enrich the quality of the students' writing. Without this, struggling writers frequently produce very little. To begin to activate the thought process the teacher and students should discuss the topic and make connections to what they know about the topic.
- Mention to participants that procedures for timed, free writing are listed below:
  - give the amount of time (around 3 minutes) to be spent on writing and explain that the conventions of writing do not apply at this time;
  - remind the students that they can write words or phrases, not just sentences and that they must write continuously for that specific time period;
  - set the timer and have the students begin writing;
  - allow students to partner to discuss their writing and elaborate on ideas.

***Note**: Have the students count the number of words written and graph the results. This can be done periodically and kept as a record of progress.*

Overhead #39



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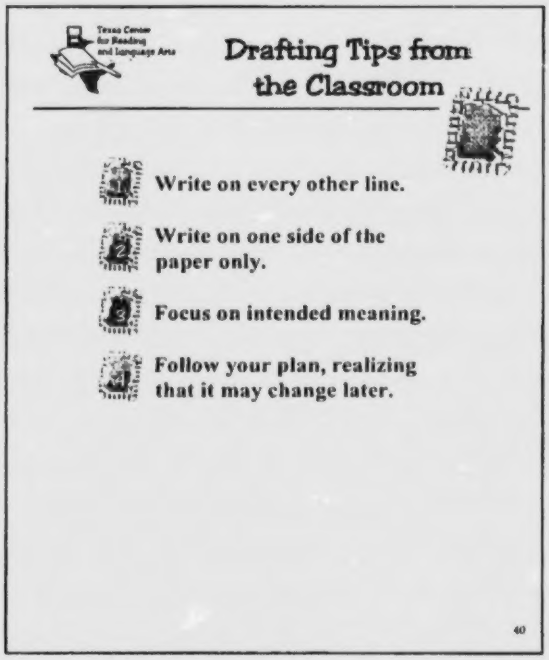
The Drafting Conference

The Writer	The Partner
1. Explains purpose, audience, content, and form to your partner.	1. Listens and notes • intended purpose • intended audience • intended content • intended form
2. Reads your draft or a selected portion of your draft.	2. Listens to draft
3. Asks partner questions to help you improve your draft. e.g., *Do you understand what I am trying to say?* *How can I add more elaboration here?* *What could I say to make my purpose clearer?*	3. Answers your partner's questions. You may need to reread parts of the paper.
4. Records any ideas or changes.	4. Identifies the parts that seem to follow the plan. Suggests ways to improve.

Overhead #40



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Drafting Tips from the Classroom

1. Write on every other line.
2. Write on one side of the paper only.
3. Focus on intended meaning.
4. Follow your plan, realizing that it may change later.

The Drafting Conference

- Use Overhead #39 to suggest roles for the writer and partner during the drafting conference.
- Struggling writers often get stuck during drafting or get off track. Drafting conferences are one means of helping the struggling writers when they need it the most... while they are writing.
- Note: The purpose of the drafting conference is to empower the writer. The writer is in charge of the drafting conference. Teach partners to provide feedback constructively.
- Drafting conferences are intended to be brief and to be dictated by the needs of the writer at a particular time during drafting.
- Refer participants to Handout "The Drafting Conference."

Drafting Tips from the Classroom

- Use Overhead #40 to remind participants of tips that will make the drafting stage more productive for students.

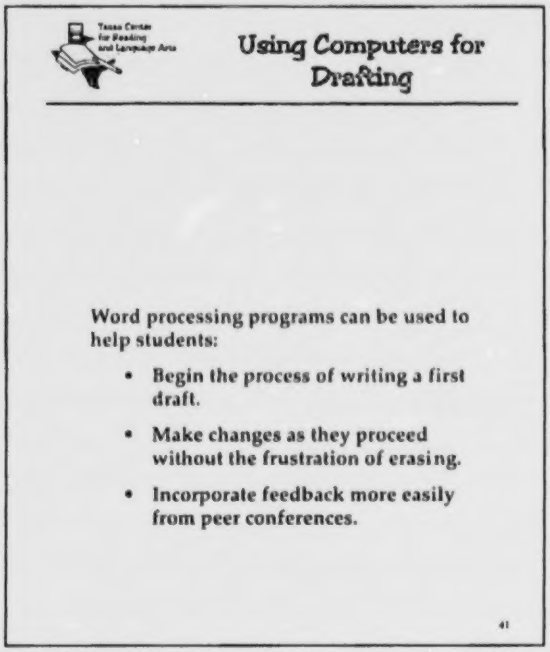
Using Computers for Drafting

- Use Overhead #41 to discuss how technology can help struggling writers begin the process of drafting their written work.
- Struggling writers experience difficulty with generating a draft of their ideas which results in multiple erasures and/or limited written production.
- Word processing can be used to encourage students to write ideas, knowing that elaboration and editing can be done easily.

Revising as Remodeling

- Use Overhead #42 to emphasize that by the time struggling writers reach revision, they are often tired of writing and are ready to "recopy" and turn in their papers.
- Ask participants if anyone has ever remodeled his/her house. How did this process begin? Emphasize that remodeling occurs out of a dissatisfaction with the way things are and a vision of the possibilities. The teacher's job is to help engender both dissatisfaction and vision in students. For students who struggle with writing, the "dissatisfaction" step should be handled with sensitivity to their years of failure with this task. Target a few areas at a time to prevent overwhelming students with numerous revisions.

Overhead #41

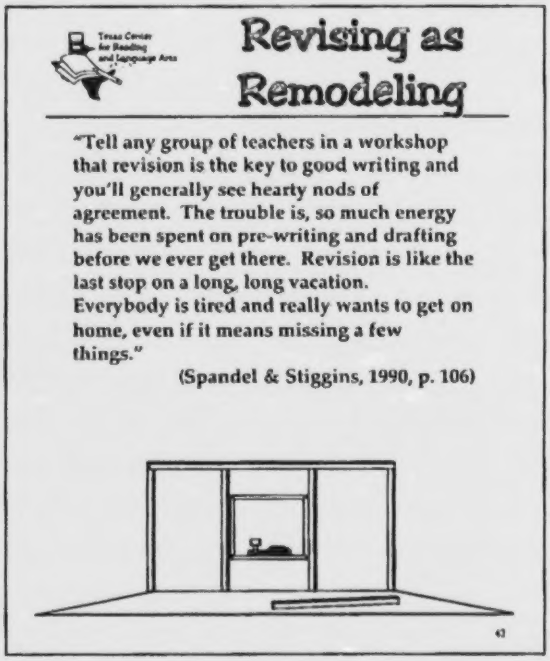


Using Computers for Drafting

Word processing programs can be used to help students:

- Begin the process of writing a first draft.
- Make changes as they proceed without the frustration of erasing.
- Incorporate feedback more easily from peer conferences.

Overhead #42

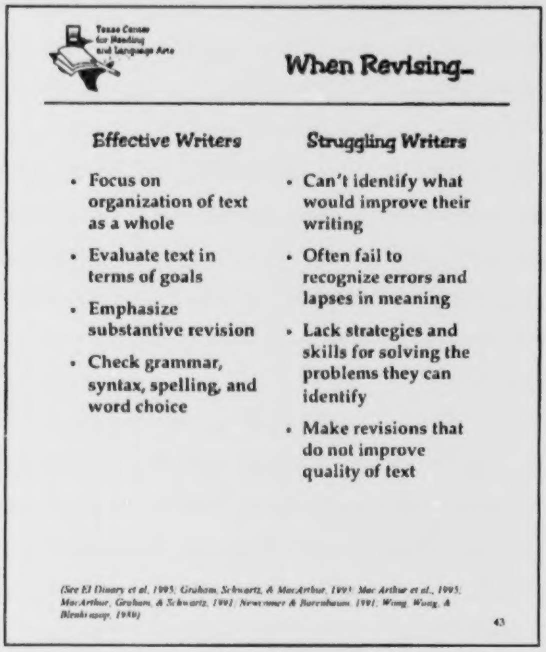


Revising as Remodeling

"Tell any group of teachers in a workshop that revision is the key to good writing and you'll generally see hearty nods of agreement. The trouble is, so much energy has been spent on pre-writing and drafting before we ever get there. Revision is like the last stop on a long, long vacation. Everybody is tired and really wants to get on home, even if it means missing a few things."

(Spandel & Stiggins, 1990, p. 106)

Overhead #43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When Revising...

Effective Writers

- Focus on organization of text as a whole
- Evaluate text in terms of goals
- Emphasize substantive revision
- Check grammar, syntax, spelling, and word choice

Struggling Writers

- Can't identify what would improve their writing
- Often fail to recognize errors and lapses in meaning
- Lack strategies and skills for solving the problems they can identify
- Make revisions that do not improve quality of text

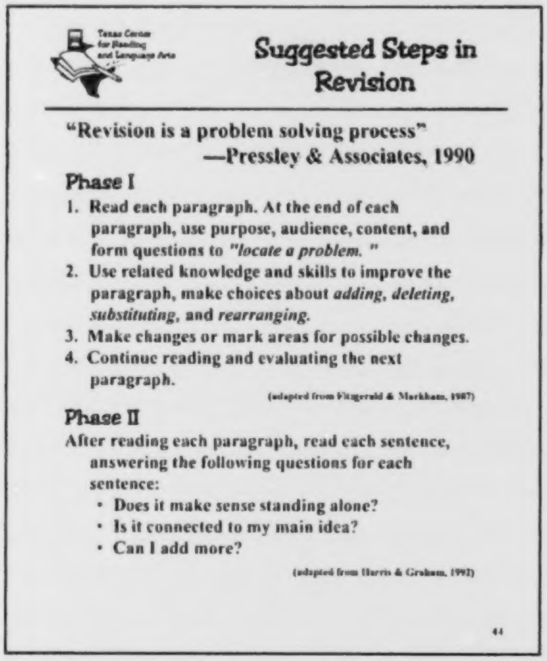
(See El Dinary et al., 1995; Graham, Schwartz, & MacArthur, 1993; MacArthur et al., 1995; MacArthur, Graham, & Schwartz, 1991; Newcomer & Barenbaum, 1991; Wong, Wong, & Blenkinsop, 1989)

43

When Revising...

- Use Overhead #43 to emphasize that effective writers do make substantive revisions while struggling writers fail to make meaningful revisions for the reasons listed.

Overhead #44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Suggested Steps in Revision

"Revision is a problem solving process"
—Pressley & Associates, 1990

Phase I

1. Read each paragraph. At the end of each paragraph, use purpose, audience, content, and form questions to *"locate a problem."*
2. Use related knowledge and skills to improve the paragraph, make choices about *adding, deleting, substituting,* and *rearranging.*
3. Make changes or mark areas for possible changes.
4. Continue reading and evaluating the next paragraph.

(adapted from Fitzgerald & Markham, 1987)

Phase II

After reading each paragraph, read each sentence, answering the following questions for each sentence:

- Does it make sense standing alone?
- Is it connected to my main idea?
- Can I add more?

(adapted from Harris & Graham, 1992)

44

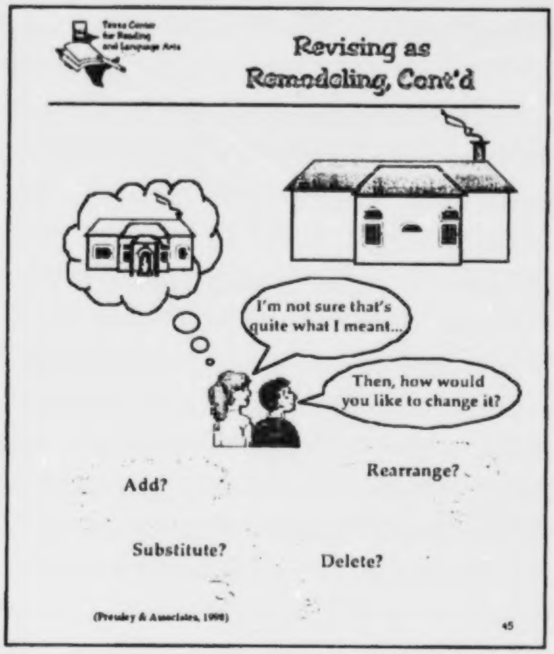
Suggested Steps in Revision

- Use Overhead #44 to discuss revision steps. The first step in revision is locating a problem. Students likely will be more able to locate these problems if they begin to evaluate their own work section by section or sentence by sentence rather than trying to tackle the piece as a whole.
- Remind participants to model and scaffold this process.

Revising as Remodeling (cont.)

- Use Overhead #45 to introduce the four basic options in revision—adding, deleting, substituting, and rearranging.
- Adding information is generally the easiest revision technique for struggling writers and will generally improve their writing because most writers fail to give enough information (Pressley & Associates, 1990).

Overhead #45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Revising as Remodeling, Cont'd

I'm not sure that's quite what I meant...
Then, how would you like to change it?

Add?

Rearrange?

Substitute?

Delete?

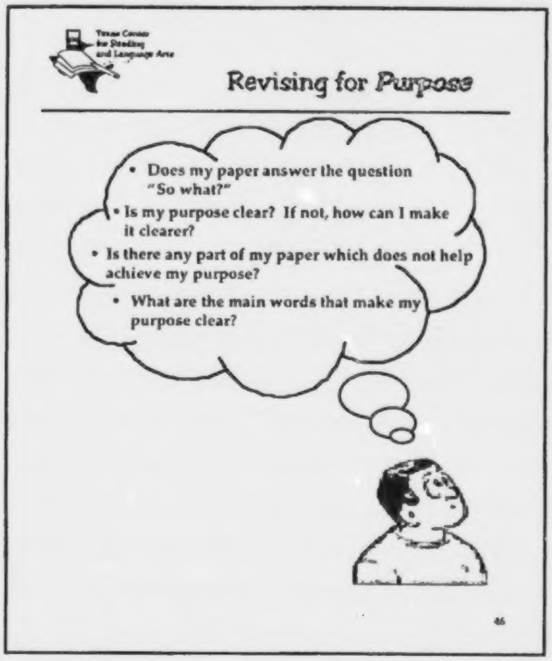
(Pressley & Associates, 1990)

Revising for Purpose

- Use Overhead #46 to present the questions a writer may ask while revising for purpose.

Note: *Remind participants to review with their students their answers to these questions. Students can highlight parts of their paper that answer the questions.*

Overhead #46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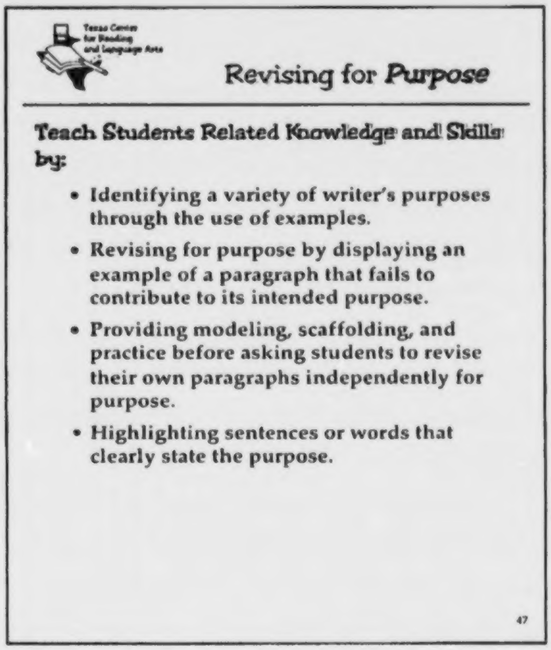
Revising for *Purpose*

- Does my paper answer the question "So what?"
- Is my purpose clear? If not, how can I make it clearer?
- Is there any part of my paper which does not help achieve my purpose?
- What are the main words that make my purpose clear?

Overhead #47



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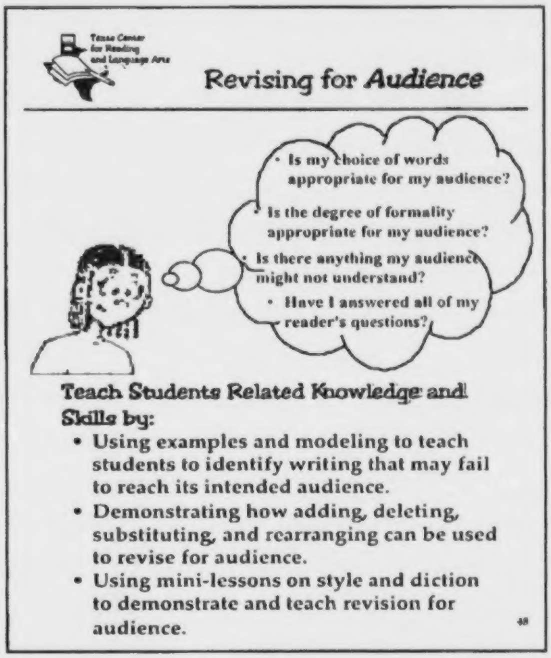
Revising for *Purpose*

Teach Students Related Knowledge and Skills by:

- Identifying a variety of writer's purposes through the use of examples.
- Revising for purpose by displaying an example of a paragraph that fails to contribute to its intended purpose.
- Providing modeling, scaffolding, and practice before asking students to revise their own paragraphs independently for purpose.
- Highlighting sentences or words that clearly state the purpose.

47

Overhead #48



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Revising for *Audience*

- Is my choice of words appropriate for my audience?
- Is the degree of formality appropriate for my audience?
- Is there anything my audience might not understand?
- Have I answered all of my reader's questions?

Teach Students Related Knowledge and Skills by:

- Using examples and modeling to teach students to identify writing that may fail to reach its intended audience.
- Demonstrating how adding, deleting, substituting, and rearranging can be used to revise for audience.
- Using mini-lessons on style and diction to demonstrate and teach revision for audience.

48

Revising for Purpose (cont.)

- Use Overhead #47 to describe techniques that can be used to help students revise their drafts.
- Before students will be able to make meaningful evaluations of their purpose or revise for purpose, they must possess the relevant background knowledge and skills.
- Remind participants to model how adding, deleting, substituting, or rearranging may be an appropriate method of revising for purpose.

Revising for Audience

- Use Overhead #48 to present the questions a writer may ask while revising for audience.
- Before students will be able to make meaningful evaluations of their audience or revise for audience, they must possess the relevant background knowledge and skills.
- Remind participants to view students' answers to these questions.

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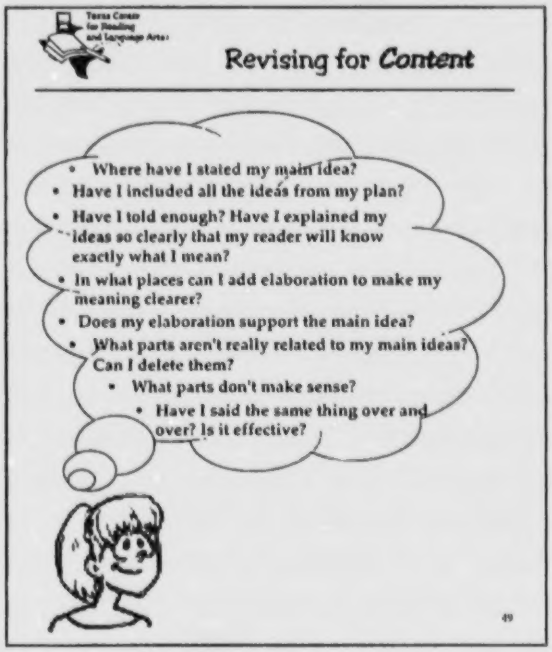
Revising for Content

- Use Overhead #49 to present the questions a writer may ask while revising for content.

Overhead #49



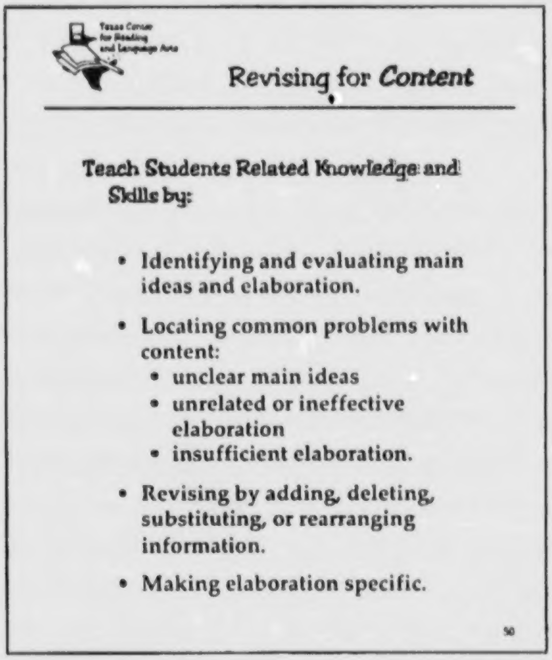
Revising for *Content*

- Where have I stated my main idea?
- Have I included all the ideas from my plan?
- Have I told enough? Have I explained my ideas so clearly that my reader will know exactly what I mean?
- In what places can I add elaboration to make my meaning clearer?
- Does my elaboration support the main idea?
- What parts aren't really related to my main ideas? Can I delete them?
- What parts don't make sense?
- Have I said the same thing over and over? Is it effective?

Revising for Content (con't)

- Before students will be able to make meaningful evaluations of their content or revise for content, they must possess the relevant background know-ledge and skills.
- Use Overhead #50 to provide examples of knowledge and skills that may need to be developed. The teacher will need to scaffold these skills.

Overhead #50

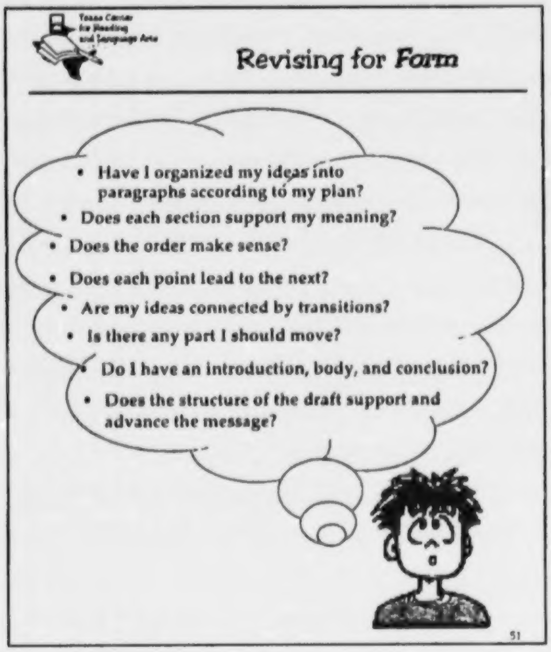


Revising for *Content*

Teach Students Related Knowledge and Skills by:

- Identifying and evaluating main ideas and elaboration.
- Locating common problems with content:
  - unclear main ideas
  - unrelated or ineffective elaboration
  - insufficient elaboration.
- Revising by adding, deleting, substituting, or rearranging information.
- Making elaboration specific.

Overhead #51



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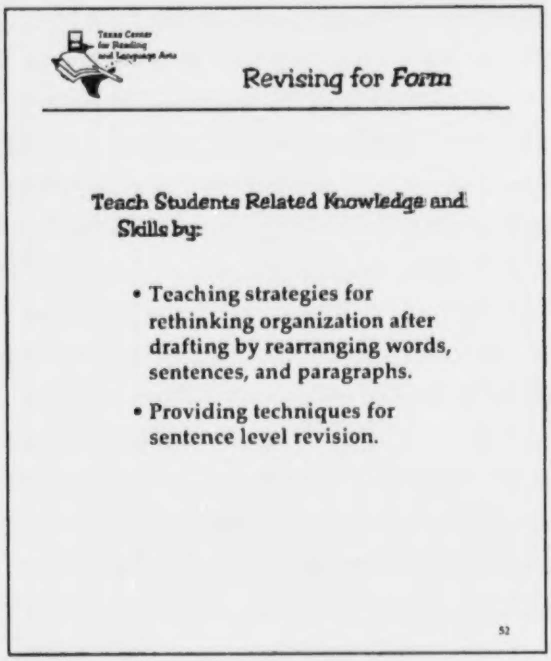
Revising for *Form*

- Have I organized my ideas into paragraphs according to my plan?
- Does each section support my meaning?
- Does the order make sense?
- Does each point lead to the next?
- Are my ideas connected by transitions?
- Is there any part I should move?
- Do I have an introduction, body, and conclusion?
- Does the structure of the draft support and advance the message?

Overhead #52



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Revising for *Form*

Teach Students Related Knowledge and Skills by:

- Teaching strategies for rethinking organization after drafting by rearranging words, sentences, and paragraphs.
- Providing techniques for sentence level revision.

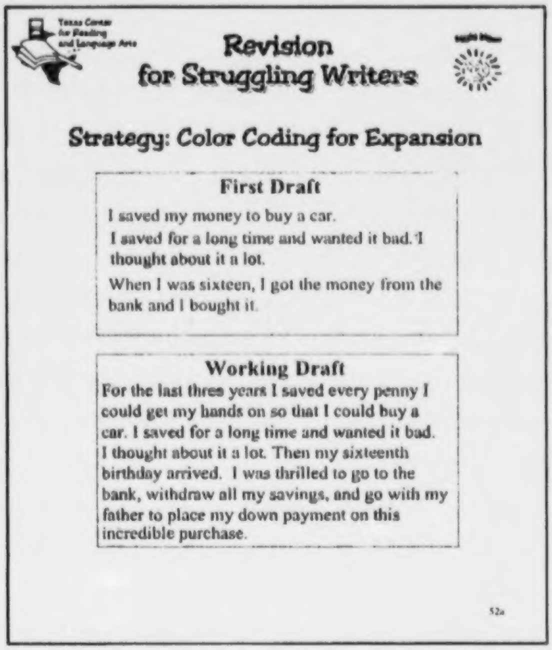
Revising for Form

- Use Overhead #51 to present the questions a writer may ask while revising for form.

Revising for Form (con't)

- Use Overhead #52 to provide examples of knowledge and skills that may need to be developed.
- Before students will be able to make meaningful evaluations of their organization or revise for form, they must possess the relevant background knowledge and skills.
- Refer participants to Handout "Strategies for Revising Sentence Structure."

Overhead #52a



Revision for Struggling Writers

Strategy: *Color Coding for Expansion*

First Draft

I saved my money to buy a car.

I saved for a long time and wanted it bad. I thought about it a lot.

When I was sixteen, I got the money from the bank and I bought it.

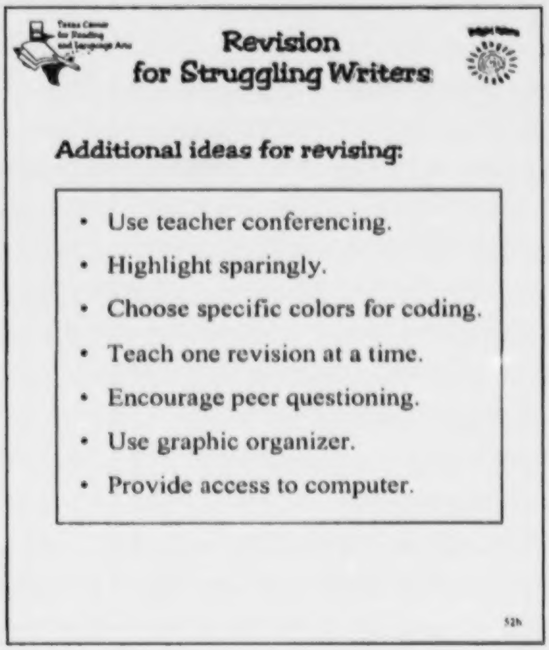
Working Draft

For the last three years I saved every penny I could get my hands on so that I could buy a car. I saved for a long time and wanted it bad. I thought about it a lot. Then my sixteenth birthday arrived. I was thrilled to go to the bank, withdraw all my savings, and go with my father to place my down payment on this incredible purchase.

52a

- Use Overhead # 52a to explain to participants how to use a color-coding revision strategy for expansion.
- Explain to the participants that to begin the color-coding process, the teacher or peer editor chooses and highlights one or two sentences for the students to expand (i.e., use more complex form and content). If the students cannot expand the sentence(s) on their own, modeling should be used to demonstrate how this is accomplished. For example, the teacher can provide a list of adjectives and ask the student to add at least one "describing word" per sentence.
- Tell participants that the "First Draft" is an example of "bare bones" writing and that the "Working Draft" shows the paragraph after expansion of the first and fourth sentences. Mention that having students ask themselves at least two questions regarding each sentence can help them expand sentences.
- Refer participants to the Handout, "Revisions for Struggling Writers: Stages of Expansion," to give them an example of how expansion can be used across drafts.

Overhead #52b



Revision for Struggling Writers

Additional ideas for revising:

- Use teacher conferencing.
- Highlight sparingly.
- Choose specific colors for coding.
- Teach one revision at a time.
- Encourage peer questioning.
- Use graphic organizer.
- Provide access to computer.

52b

- Use Overhead #52b to provide additional information on revision strategies and color-coding.
- Use teacher conferencing with the struggling student to discuss and model expanding on the existing draft.
- Highlight a few sentences that need expansion. By highlighting a small amount of text the student can focus more clearly and with less frustration than when dealing with the entire passage.
- Choose a specific color for each revision type (i.e., yellow for expansion: adding more complex content or form; red for elaboration: clarifying ideas that are presented).
- Teach one revision type at a time (e.g., expansion, elaboration). Selecting only one reduces frustration for the struggling student.
- Use peer questioning to guide the writer toward expansion. Explain to the participants that before using the peer questioning process as mentioned on the overhead, students should be familiar with using effective techniques to develop expansion and to provide feedback.
- Use a graphic organizer for each sentence if needed. Place the sentence in the center and add at least two additional pieces of information.
- Suggest to participants that many students find using a computer for revision makes this task far less challenging because many revisions can be made quickly and easily providing students possess basic word processing skills.

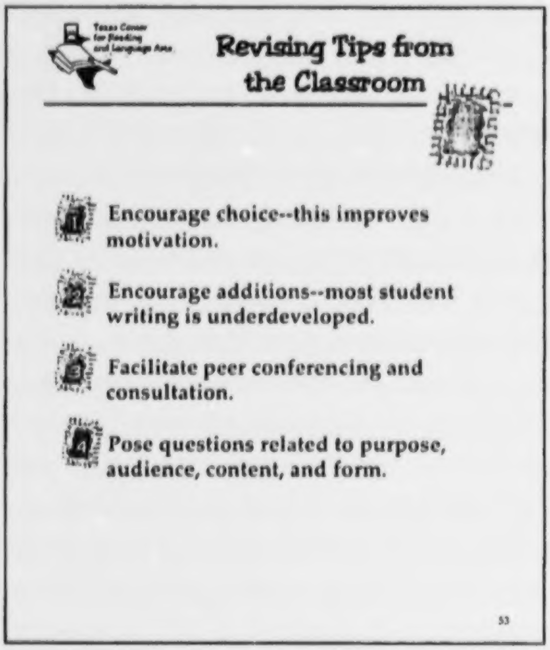
Bright Ideas

Revision for Struggling Writers

Revising Tips from the Classroom

- Use Overhead #53 to introduce tips involved in implementation.
- Remind teachers that modeling the processes involved in revising is easy if teachers are actively involved in revising their own work and model this process for students.

Overhead #53



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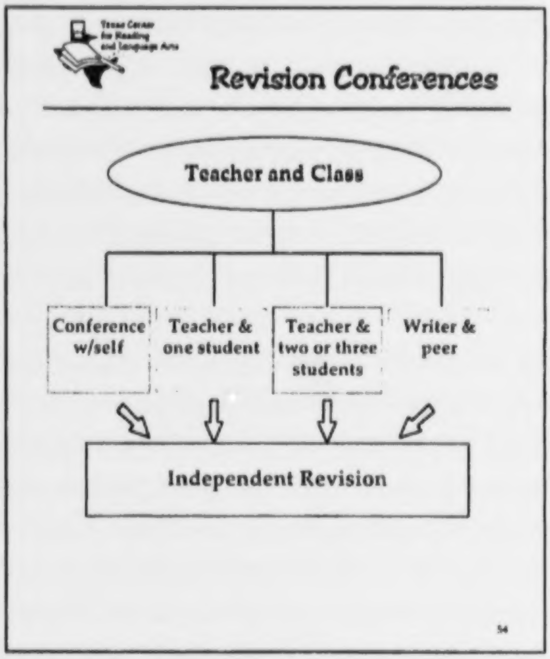
Revising Tips from the Classroom

1. Encourage choice--this improves motivation.
2. Encourage additions--most student writing is underdeveloped.
3. Facilitate peer conferencing and consultation.
4. Pose questions related to purpose, audience, content, and form.

Revision Conferences

- Use Overhead #54 to explain conferencing as an important revision tool. Through a variety of groupings, struggling writers can receive the support they need to eventually be able to revise independently.
- Ask participants what the strengths and weaknesses of each type of conferencing are.

Overhead #54



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Revision Conferences

Teacher and Class
Conference w/self
Teacher & one student
Teacher & two or three students
Writer & peer
Independent Revision

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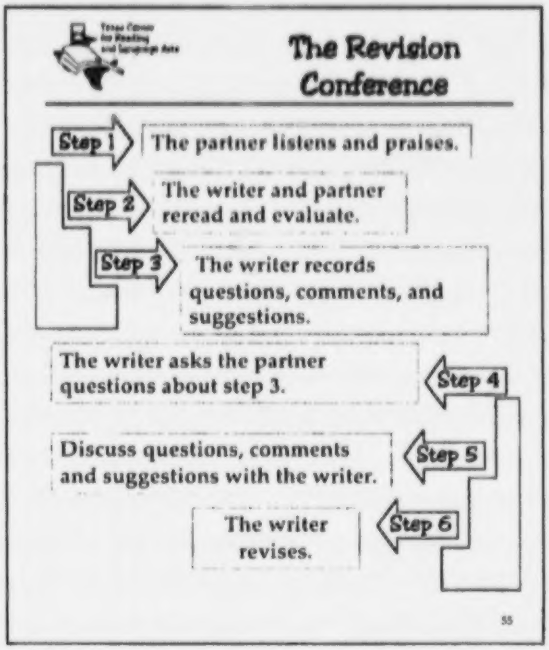
Overhead #55



The Revision Conference

Step 1 The partner listens and praises.

Step 2 The writer and partner reread and evaluate.

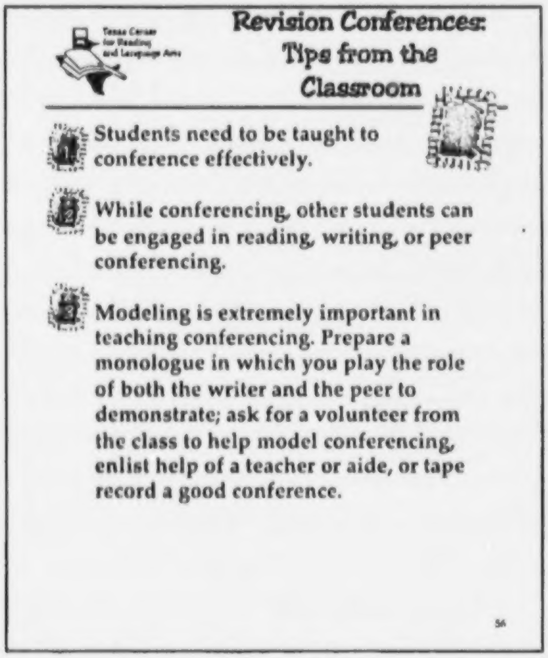
Step 3 The writer records questions, comments, and suggestions.

Step 4 The writer asks the partner questions about step 3.

Step 5 Discuss questions, comments and suggestions with the writer.

Step 6 The writer revises.

Overhead #56



Revision Conferences: Tips from the Classroom

1. Students need to be taught to conference effectively.
2. While conferencing, other students can be engaged in reading, writing, or peer conferencing.
3. Modeling is extremely important in teaching conferencing. Prepare a monologue in which you play the role of both the writer and the peer to demonstrate; ask for a volunteer from the class to help model conferencing, enlist help of a teacher or aide, or tape record a good conference.

The Revision Conference

- Use Overhead #55 to introduce suggested steps in the revision conference.
- Refer participants to "Peer Revision Guide" Handout which can be used as a guide for students.
- Remind participants that scaffolding is essential to avoid conferencing problems.

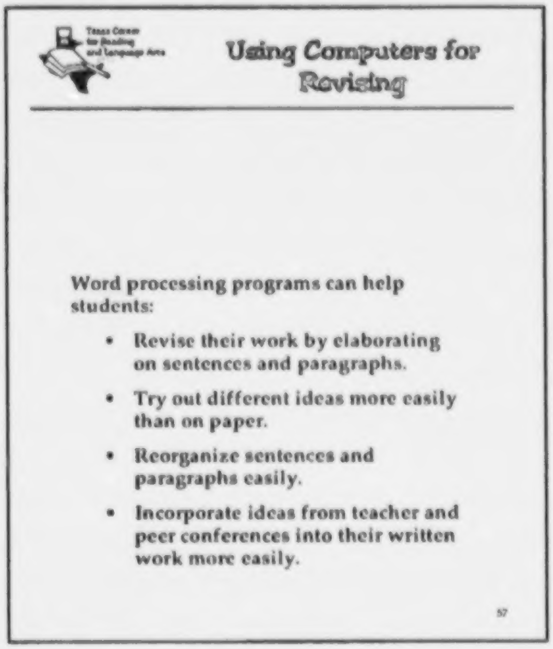
Revision Conferences: Tips from the Classroom

- Use Overhead #56 to emphasize that class time spent teaching conferencing will pay off in the long run by making students more independent.
- Remind participants that this will include teaching them how to give specific praise; ask helpful questions; make constructive comments; and give suggestions.
- Suggest that participants prepare a monologue in which you play the role of both the writer and the peer. Ask for a volunteer from the class to help model conferencing, enlist help of a teacher or aide, or tape record a good conference.

Using Computers for Revising

- Use Overhead #57 to continue the discussion of the role of technology in helping struggling writers revise their written work.
- Discuss how students can elaborate and reorganize their work easily once they decide on changes that need to be made.

Overhead #57



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Using Computers for Revising

Word processing programs can help students:

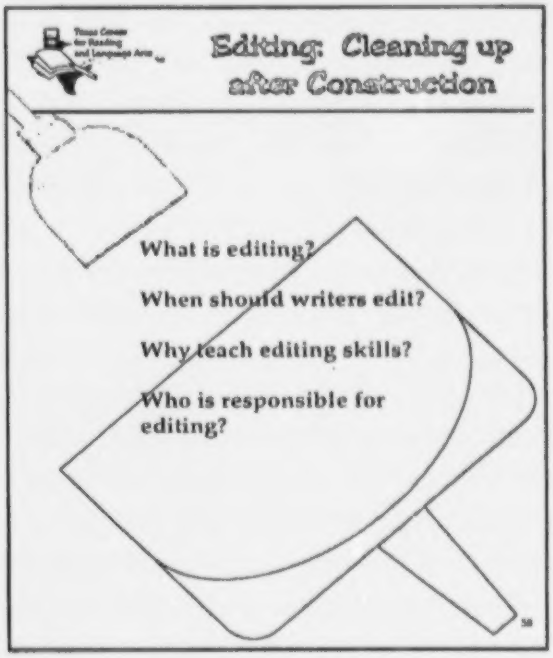
- Revise their work by elaborating on sentences and paragraphs.
- Try out different ideas more easily than on paper.
- Reorganize sentences and paragraphs easily.
- Incorporate ideas from teacher and peer conferences into their written work more easily.

57

Editing: Cleaning up after Construction

- Use Overhead #58 to review the nature and purposes of editing. Refer to Handout "Editing" for a more detailed discussion.

Overhead #58



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Editing: Cleaning up after Construction

What is editing?

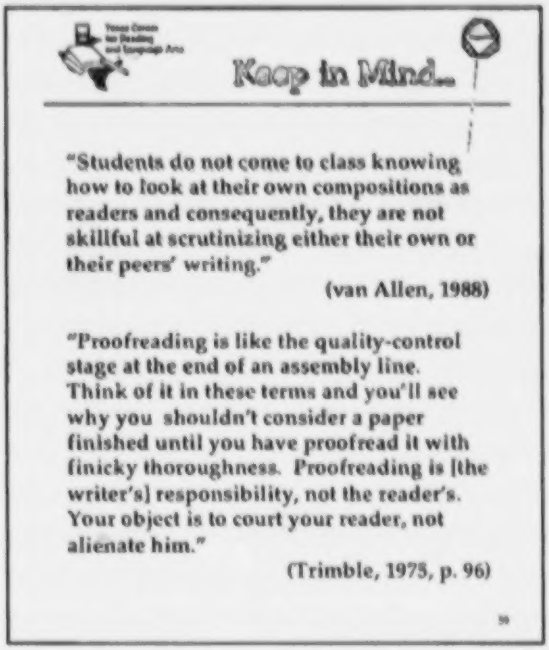
When should writers edit?

Why teach editing skills?

Who is responsible for editing?

58

Overhead #59



Keep in Mind...

"Students do not come to class knowing how to look at their own compositions as readers and consequently, they are not skillful at scrutinizing either their own or their peers' writing."

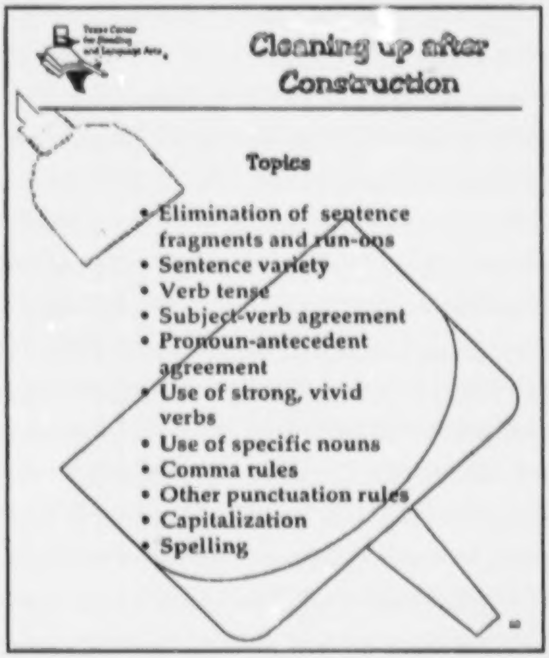
(van Allen, 1988)

"Proofreading is like the quality-control stage at the end of an assembly line. Think of it in these terms and you'll see why you shouldn't consider a paper finished until you have proofread it with finicky thoroughness. Proofreading is [the writer's] responsibility, not the reader's. Your object is to court your reader, not alienate him."

(Trimble, 1975, p. 96)

59

Overhead #60



Cleaning up after Construction

Topics

- Elimination of sentence fragments and run-ons
- Sentence variety
- Verb tense
- Subject-verb agreement
- Pronoun-antecedent agreement
- Use of strong, vivid verbs
- Use of specific nouns
- Comma rules
- Other punctuation rules
- Capitalization
- Spelling

60

Keep in Mind...

- Use Overhead #59 to remind participants that students typically are not skilled at editing because they lack strategies for effectively scrutinizing their own work as well as knowledge conventions.
- Emphasize that proofreading and editing are essential skills in preventing alienation of the reader.
- Note: Although the Trimble quote is dated, the message is more pertinent today.

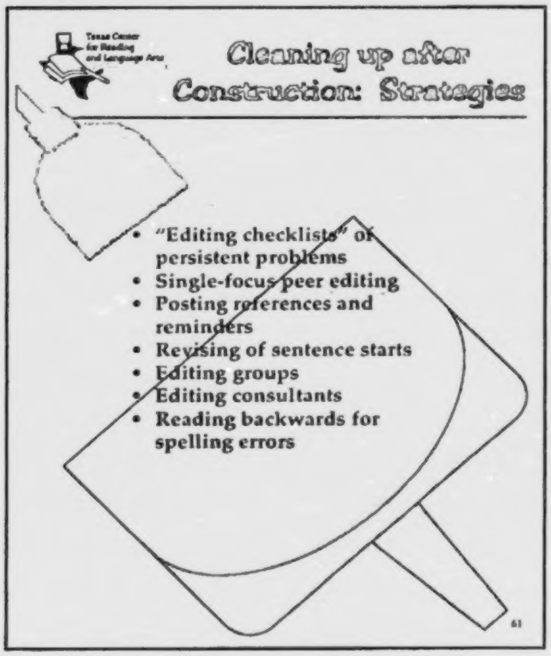
Cleaning up after Construction

- Use Overhead #60 to introduce knowledge and skills a writer will need to acquire to be an effective editor.
- Remind participants that with struggling writers, the "cleaning up" stage should focus on only a few problem areas at a time so as not to overwhelm and discourage students.

Cleaning up after Construction: Strategies

- Use Overhead #61 to introduce strategies that teachers can use to teach editing. Refer participants to handout "Cleaning Up after Construction: Strategies" for more information about editing.

Overhead #61

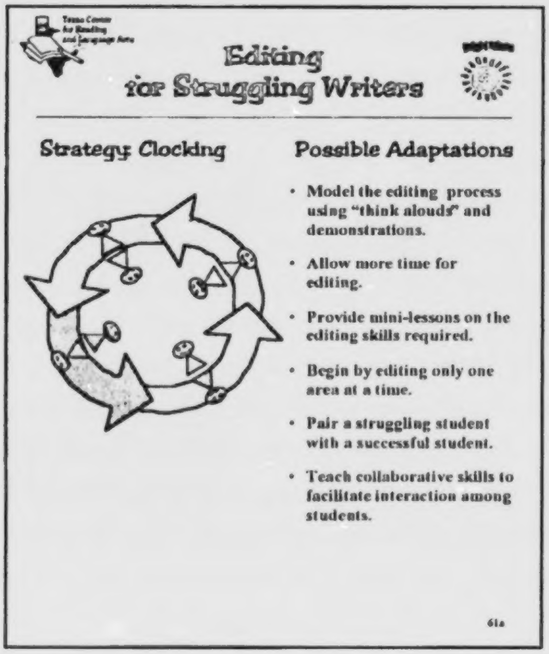


Cleaning up after Construction: Strategies

- "Editing checklists" of persistent problems
- Single-focus peer editing
- Posting references and reminders
- Revising of sentence starts
- Editing groups
- Editing consultants
- Reading backwards for spelling errors

61

Overhead #61a



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Editing for Struggling Writers

Strategy: Clocking

Possible Adaptations

- Model the editing process using "think alouds" and demonstrations.
- Allow more time for editing.
- Provide mini-lessons on the editing skills required.
- Begin by editing only one area at a time.
- Pair a struggling student with a successful student.
- Teach collaborative skills to facilitate interaction among students.

61a

- Use Overhead #61a to tell the participants that clocking is an effective editing strategy (Carroll & Wilson, 1993).
- Tell participants that procedures for clocking are as follows:
  - Students sit facing each other in two concentric circles.
  - Each student has a working draft of their paper.
  - A teacher-made editing form is provided listing area(s) to be edited (e.g., spelling, punctuation). This form is clipped to the student draft. See Handout, "Editing Form for Clocking."
  - Students trade papers with the student seated directly across from them in the circle.
  - Students look for and mark errors in the specific area being edited (e.g., spelling).
  - Student editors sign the editing form on the line beside the specified edit and return the paper to the author.
  - Students on the outside of the circle move one seat to the right and the process continues with the next area to be edited.
- Remind participants that students must be aware that cooperative behavior is important for this process to work smoothly. The teacher may explain the process to a small group of students and have them model the process to the entire class.
- Refer participants to the Handout, "Student Editing Rules to Accompany Clocking."
- Suggest to participants that the IEP guides the adaptations. This document should be consulted for information in dealing with all identified students.

Bright Ideas

Editing for Struggling Writers

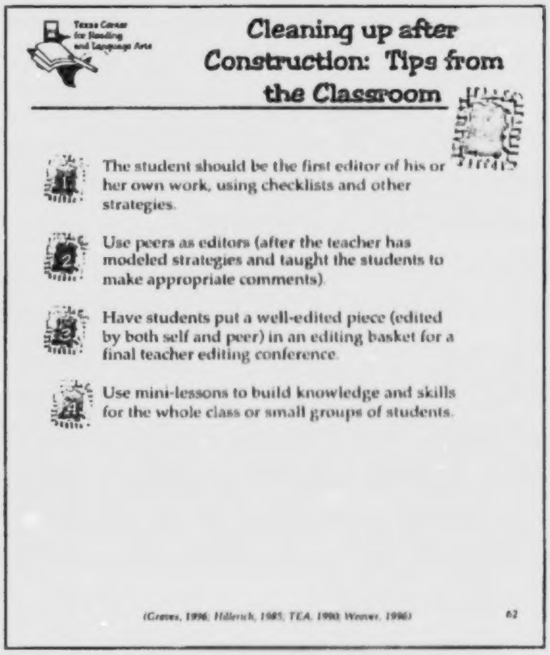
Cleaning up after Construction: Tips from the Classroom

- Use Overhead #62 to explain that these tips were synthesized from leading teachers and researchers. By following these tips, teachers can avoid many of the frustrations associated with teaching editing.
- Suggest to participants that after reviewing the paper briefly at his or her convenience, the teacher conferences with the student about one or two editing skills.
- Suggest to participants that after modeling and collaborative practice, students should apply editing skills to their own paper.

Cleaning up after Construction: Tips from the Classroom (cont.)

- Use Overhead #63 to explain that these tips were synthesized from the expertise of leading teachers and researchers. By following these tips, teachers can avoid many of the frustrations associated with teaching editing.
- Suggest to participants that students can keep a list of conventions from which to proofread. This list will grow over the course of the year.
- Refer participants to Handout "Cleaning Up

Overhead #62



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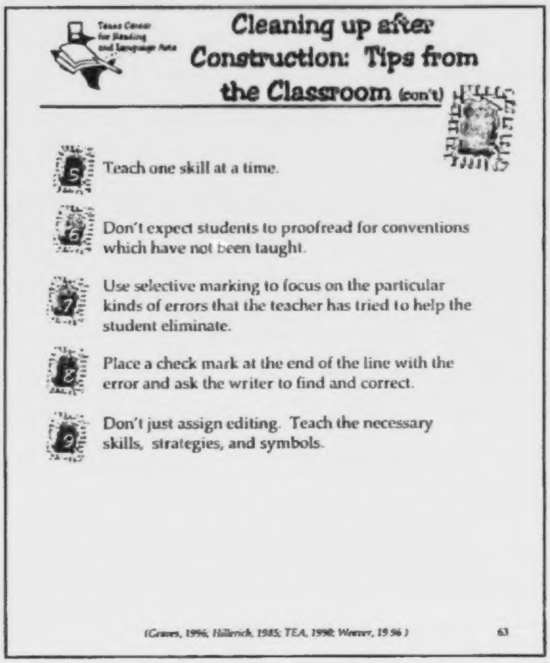
Cleaning up after Construction: Tips from the Classroom

1. The student should be the first editor of his or her own work, using checklists and other strategies.
2. Use peers as editors (after the teacher has modeled strategies and taught the students to make appropriate comments).
3. Have students put a well-edited piece (edited by both self and peer) in an editing basket for a final teacher editing conference.
4. Use mini-lessons to build knowledge and skills for the whole class or small groups of students.

(Graves, 1996; Hillerich, 1985; TEA, 1990; Weaver, 1996)

62

Overhead #63



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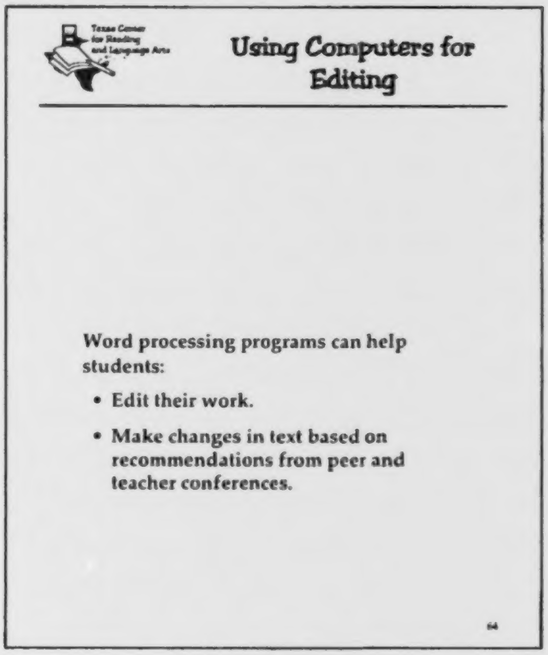
Cleaning up after Construction: Tips from the Classroom (con't)

5. Teach one skill at a time.
6. Don't expect students to proofread for conventions which have not been taught.
7. Use selective marking to focus on the particular kinds of errors that the teacher has tried to help the student eliminate.
8. Place a check mark at the end of the line with the error and ask the writer to find and correct.
9. Don't just assign editing. Teach the necessary skills, strategies, and symbols.

(Graves, 1996; Hillerich, 1985; TEA, 1990; Weaver, 1996)

63

Overhead #64



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Using Computers for Editing

Word processing programs can help students:

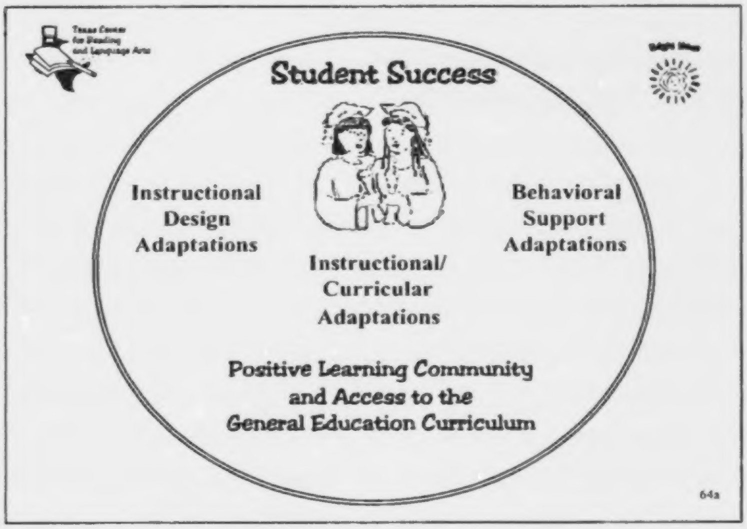
- **Edit their work.**
- **Make changes in text based on recommendations from peer and teacher conferences.**

64

Using Computers for Editing

- Use Overhead #64 to conclude the discussion of the role of technology in helping struggling writers edit their written work.
- Discuss how spell check programs can be beneficial for many struggling writers but may not be appropriate for those students with spelling problems so severe that spell check won't recognize the words. In this case, other types of spell check technologies (e.g., speak and spell tools) are recommended.

Overhead #64a



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Bright Ideas

Student Success

Instructional Design Adaptations

Instructional/ Curricular Adaptations

Behavioral Support Adaptations

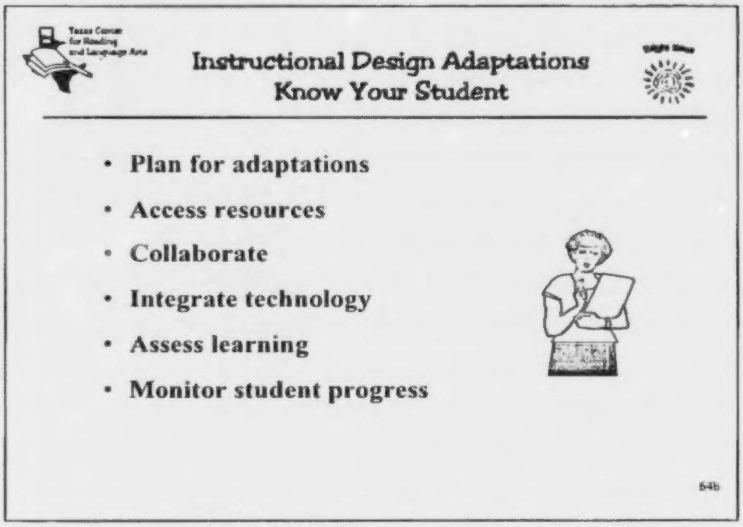
Positive Learning Community and Access to the General Education Curriculum

64a

***Note:** Use Overheads # 64a through # 64k to give more specific information about making adaptations.*

- Use Overhead # 64a to review with the participants the three types of adaptations. Remind participants to reflect on struggling readers and writers including students with disabilities and the adaptations required as they continue through this guide. (Have participants continue to add to the chart paper if this process is being used.)

Overhead #64b



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Instructional Design Adaptations
Know Your Student

- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**

64b

- Use Overhead # 64b to remind participants of the importance of instructional design adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.

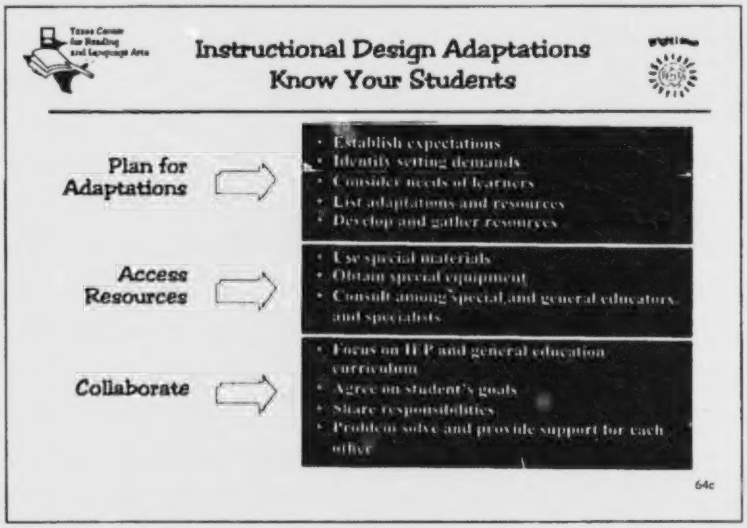
Bright Ideas

Instructional Design Adaptations

Bright Ideas

Instructional Design Adaptations

Overhead #64c



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Instructional Design Adaptations
Know Your Students

Plan for Adaptations
- Establish expectations
- Identify setting demands
- Consider needs of learners
- List adaptations and resources
- Develop and gather resources

Access Resources
- Use special materials
- Obtain special equipment
- Consult among special and general educators and specialists

Collaborate
- Focus on IEP and general education curriculum
- Agree on student's goals
- Share responsibilities
- Problem solve and provide support for each other

64c

- Use Overhead #64c to introduce instructional design adaptations.

Plan for Adaptations:

- Explain that the first step in planning adaptations for students with special needs is to ***establish expectations*** for student outcomes. What goals and objectives are listed on the IEP and what skills are the student expected to master and demonstrate at the end of the lesson or unit?
- ***Think about the demands*** needed to complete the tasks associated with the expectations or outcomes (e.g., note taking, writing, group work). Identifying setting demands will help to determine which part of the instruction and/or assignment is too challenging and how to modify the task so that students with special needs can successfully complete the assignment.
- ***Keep student's strengths and needs*** in mind while planning for the lesson (e.g., refer to student's IEP modification page if necessary).
- ***Identify the types of adaptations and resources*** necessary for the student to benefit from instruction (e.g., extended time, support for reading, manipulatives for math, token system for completing work).
- ***Develop andlor gather needed resources***. Collect resources in advance (e.g., getting Braille text completed for a student who is blind; getting books on tape).
- Ask participants to pair and in one minute generate suggestions for implementing plans for adaptations. Partners may share in large group and add to adaptation charts.

Instructional Design Adaptations (cont.)

Overhead #64c (cont.)

Access Resources

- Mention to participants that these are examples of special materials: visual aids, pictures, flash cards, high-interest/controlled-vocabulary reading materials, manipulatives, instructional games, spell checker, and software.
- Tell participants the following are examples of special equipment: magnifying glass, tape recorder, large print books, Braille, FM system, and computer with grammar and spellchecker. (See Handout for list of "Assistive Technology Devices.")
- Say that the following is a list of personnel resources: behavior specialists, vision specialists, special education teachers, curriculum specialists, inclusion specialists, and technology specialists. (See Handout, "Related Service Personnel" of specialists.)
- Ask participants to choose one or two disability categories and give examples of materials, equipment, and personnel resources that the teacher may need in order to teach a lesson so that these students will benefit from instruction. Either small or large groups can participate in this activity.

Collaborate

- Discuss the importance of collaboration among general and special education teachers and other related specialists and with parents in preparing instructional adaptations for students with special needs. (See Handout, "Related Service Personnel" for a list of specialists who serve students with disabilities.)
- Explain that there should be a consensus in decision-making regarding the identification of a student's educational goals and objectives using the IEP if the student has an identified disability. In considering these goals, discuss the importance of student participation in the general education curriculum. This may vary depending on the student's learning levels and disabilities in relation to the goals of the lesson. For example, a struggling reader may use taped books and partner reading along with study guides to access the social studies textbook. In contrast, a student with moderate cognitive disabilities may be learning to recognize and demonstrate key concepts of the lesson.
- Tell participants that general and special education teachers and other specialists should share responsibilities and work together to identify, access, and gather resources necessary for adaptations. Have participants discuss how this can work.
- Mention that problems will naturally arise (e.g., special materials not available, student with autism disrupting class with occasional outbursts). Use formal (e.g., grade level/cohort planning meetings, student study teams, teacher assistance teams) and informal problem solving to resolve student problems. The key is to support each other to assist students in attaining their goals.

Bright Ideas

Instructional Design Adaptations (cont.)

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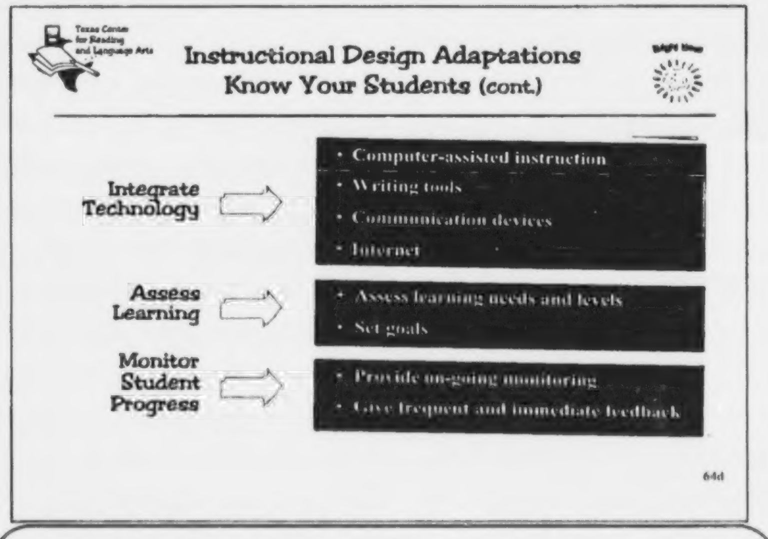
Overhead #64d



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Instructional Design Adaptations
Know Your Students (cont.)

Bright Ideas

Integrate Technology
- Computer-assisted instruction
- Writing tools
- Communication devices
- Internet

Assess Learning
- Assess learning needs and levels
- Set goals

Monitor Student Progress
- Provide on-going monitoring
- Give frequent and immediate feedback

64d

- Use Overhead #64d to discuss integrating technology, assessing learning, and monitoring student progress.

Integrate Technology

- Explain that:
  - There are a number of areas where technology could assist struggling readers and writers. Examples include computer-based reading, writing assistance, augmentative communication, access to reference materials, adaptive switches, and materials modifications.
  - Computer-assisted instruction can be a powerful adaptation tool for struggling readers and writers. Teachers can use tools such as tutorial, practice, and simulation software to promote problem solving.
  - Writing tools can be used in creating outlines, graphic organizers, idea webs or maps, and assisting with word processing including spelling and grammar checkers.
  - Assistive devices such as auditory trainers and voice recognition programs may be needed by some struggling readers and writers in order to benefit from instruction. (See Handout, "Assistive Technology Devices" for list of assistive devices.)
  - Reference materials for research papers and other class projects can be accessed via websites and the Internet. For students with visual impairments access to web sites and the Internet can be accomplished with the assistance of the vision specialist who should know about software that promotes accessibility.

Bright Ideas

Instructional Design Adaptations (cont.)

Overhead #64d (cont.)

Assess Learning

- Mention that assessment is an essential component of instruction for students with special learning needs. While planning for assessment, be sure to consider student needs and any adaptations necessary for the students during assessment. (Refer to student's IEP modification page if the student has an identified disability.) For example, students may need one-to-one test administration, small group setting, shortened tests, extended time for tests, or the use of a calculator or other special materials and equipment. Also, use curriculum-based assessment or alternative methods of assessment.

Monitor Student Progress

- Tell participants that:
  - Monitoring strugging readers and writers' progress and providing feedback help the teacher determine when these students require extra assistance. Instruction should be adjusted accordingly. Both monitoring and feedback should be frequent and ongoing. Teach students how to monitor their own progress. For example, students can chart their reading rate or number of math facts completed.
  - Involving students in setting individual, academic, and behavioral goals is important, especially at the secondary level. Students are more likely to improve if they have ownership of their goals and objectives.

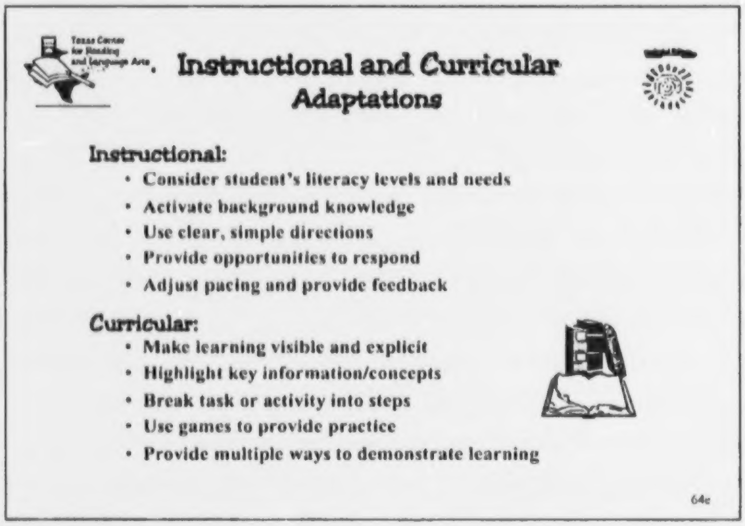
Extended Workshop: Lesson Plan

- If time permits, have small groups plan a lesson for an inclusion class incorporating instructional adaptations. Groups should consist of general and special education teachers and other specialists. Have groups plan their lesson to focus on adaptations for a particular student with a disability in a subject matter they choose. Have groups then share their lesson with the other participants.

Bright Ideas

Instructional and Curricular Adaptations

Overhead #64e



Instructional and Curricular Adaptations

Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

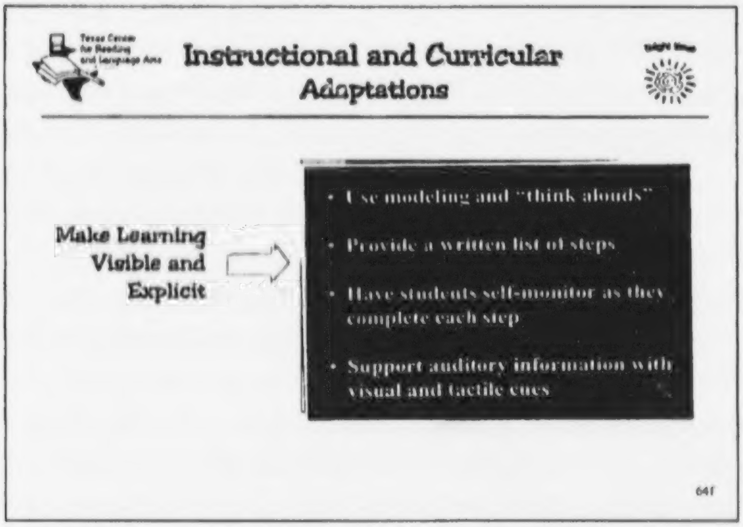
Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning

64e

- Use Overhead #64e to remind participants of the examples of instructional and curricular adaptations. For example, struggling readers and writers generally require more explicit instruction including teacher modeling using "think alouds." (See Handout, "Suggestions for Adaptations.")
- Explain that the next two overheads give examples for two of the adaptations, "Make Learning Visible and Explicit" and "Provide Multiple Ways to Demonstrate Learning."

Overhead #64f



Instructional and Curricular Adaptations

Make Learning Visible and Explicit

- Use modeling and "think alouds"
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues

64f

- Use Overhead #64f to discuss strategies for making learning visible and explicit.
- Remind the participants of common sayings:

  "A picture is worth a thousand words."
  "Modeling isn't the best way to teach, it is the only way to teach."
  (Albert Schweitzer)

- Discuss that research demonstrates that struggling readers and writers including students with disabilities learn better when taught the steps in cognitive processes (e.g., steps for finding main idea and solving math word problems).
- Tell participants that these students need systematic, explicit instruction in how to complete complex, cognitive processes. This type of instruction consists of modeling the steps including the thinking that occurs (i.e., "think alouds") and then having the students think aloud as they do the steps. It is also helpful to provide a written list of steps and have the students self-monitor as they complete each step.
- Suggest that participants provide examples that demonstrate steps and monitoring for a particular skill. For example, write the steps involved in solving a word problem or list the steps in editing a written work.
- Discuss how adding visual and tactile cues to auditory information help make the auditory information more visible and explicit.

  Examples are:
  - When sounding out a word, have students push markers into boxes for each sound.
  - Have students clap the words in a sentence.
  - When lecturing, write the key words for each point on an overhead.

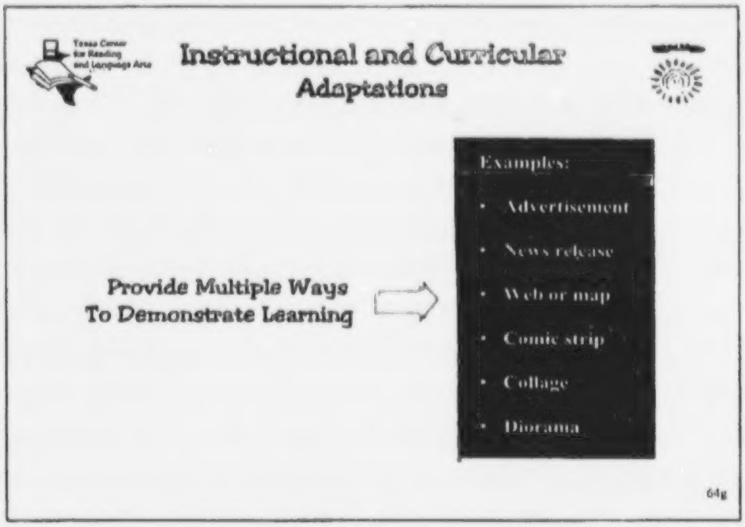
Bright Ideas

Instructional and Curricular Adaptations

Bright Ideas

Instructional and Curricular Adaptations

Overhead #64g



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Instructional and Curricular Adaptations

Provide Multiple Ways To Demonstrate Learning

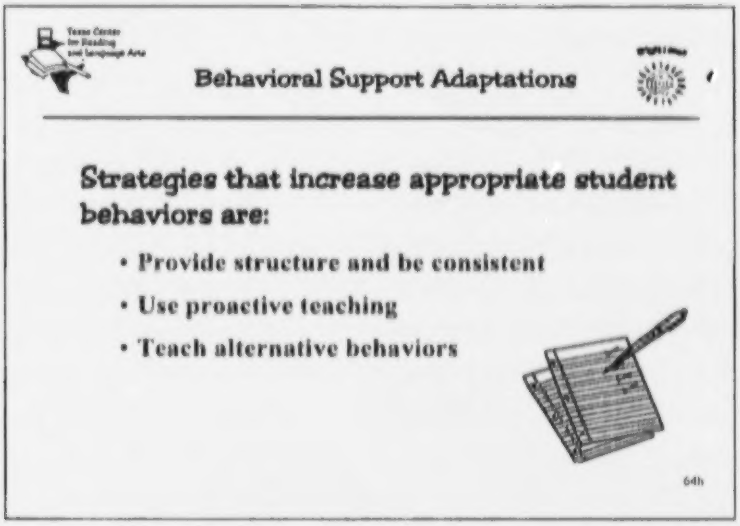
Examples:

- Advertisement
- News release
- Web or map
- Comic strip
- Collage
- Diorama

64g

- Use Overhead # 64g to expand on multiple ways to demonstrate learning other than a book report.
- Explain that struggling readers and writers may know the information, but may not be able to demonstrate effectively this learning because of their learning needs.
- Ask participants to expand the list of alternatives to the traditional book report. Share the groups' ideas either orally or by placing them on chart paper.

Overhead #64h



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Bright Ideas

Behavioral Support Adaptations

Strategies that increase appropriate student behaviors are:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors

64h

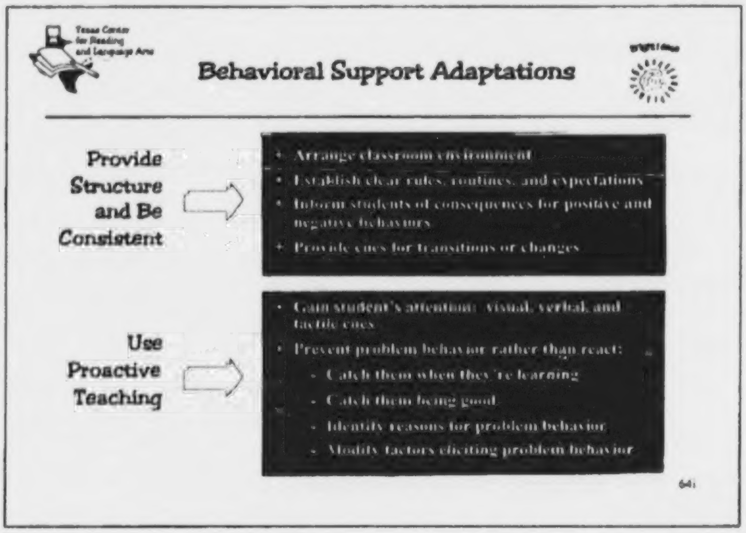
- Use Overhead #64h to remind participants of the three types of behavioral support adaptations.

Bright Ideas

Behavioral Support Adaptations

Behavioral Support Adaptations

Overhead #64i



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Bright Ideas

Behavioral Support Adaptations

Provide Structure and Be Consistent

- Arrange classroom environment
- Establish clear rules, routines, and expectations
- Inform students of consequences for positive and negative behaviors
- Provide cues for transitions or changes

Use Proactive Teaching

- Gain student's attention: visual, verbal, and tactile cues
- Prevent problem behavior rather than react:
  - Catch them when they're learning
  - Catch them being good
  - Identify reasons for problem behavior
  - Modify factors eliciting problem behavior

64i

- Use Overhead #64i to discuss two major types of behavioral support: consistent and proactive teaching.

Provide Structure and Be Consistent

- Explain that classroom management requires structure and consistency.
  - Plan and arrange the environment. Organization enhances student attention.
  - Establish rules and expectations. Rules should be stated positively, displayed, and limited (i.e., 3 to 5). Have the class generate the rules and expectations in order to promote "buy-in."
  - Use natural and logical consequences for positive and negative behaviors (e.g., call on students who raise their hand and redirect students who speak out of turn).
  - Prepare students for transitions and change by giving frequent cues. Establish time limits for transitions.

Use Proactive Teaching

- Explain that proactive teaching can prevent problem behaviors by getting students' attention and/or changing factors that elicit those behaviors.
- Use such techniques as gaining attention, using the student's name, greeting them at the door, and being in close proximity. Also, varying voice, providing interesting materials, and sitting at eye level to "hook" student's attention can be effective.

Overhead #64i (cont.)

- Be proactive rather than reactive. Be alert to students' on-task behavior and encourage their efforts.
- Identify reasons for problem behavior. The factors which elicit problem behavior can be modified, thereby preventing the behavior. For example, if a student regularly engages in a number of avoidance behaviors (e.g., sharpening pencil, searching in desk, talking to neighbor) when a math problem solving assignment is given, it may be that the work is too difficult for the student to do independently. The teacher should determine if this assumption is correct and if so, modify the task accordingly.
- Consult with the special education teacher to determine the behavioral support plan that may be identified in the IEP.

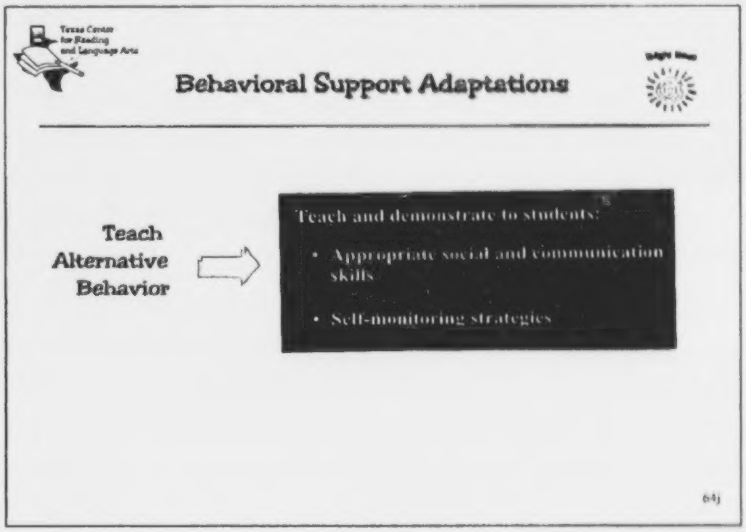
Bright Ideas

Behavioral Support Adaptations (cont.)

Bright Ideas

Behavioral Support Adaptations

Overhead #64j



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Behavioral Support Adaptations

Bright Ideas

Teach Alternative Behavior

Teach and demonstrate to students:

- Appropriate social and communication skills
- Self-monitoring strategies

64j

- Use Overhead #64j to discuss the teaching of alternative behaviors.
- Explain that effective behavioral support focuses on teaching students appropriate alternative behaviors. Modeling and then having the student practice the new behavior will help build alternative positive behaviors.
- Use the following example, your own, or elicit examples from participants.

> Johnny may tantrum because he doesn't have the skills to communicate his frustration. Teachers can replace the tantrum behavior by teaching Johnny how to communicate this frustration (e.g., "I'm really trying, but it's too hard." "Don't understand. Need help.").

- Tell participants that students may need to build social and communication skills (e.g., taking turns, cooperative strategies). Identify specific skills and teach them during routine activities. If students are taught using specific programs (e.g., Peacebuilders, Skillstreaming), it is important that the skills are practiced and generalized across settings. Work with the special education teacher to support the social and communication skills that are being targeted so that they generalize across classes.
- Mention that self-regulation helps students monitor their behavior (e.g., stop-look-listen; first I do. . ., then I . . .). Use self-report point cards and checklists that reflect the students' individual goals.

Bright Ideas

Behavioral Support Adaptations (cont.)

Overhead #64j (cont.)

Extended Workshop:

If time permits, have participants work in small groups. First, have each group identify a problem behavior. Have them state it so that it is observable and measurable. Second, have participants discuss potential and common factors that are associated with problem behavior in classroom settings (e.g., length or difficulty of task, too many problems per sheet, not able to get teacher's attention, nonpreferred task, no choice making). Third, have participants identify ways to modify these factors to prevent problem behavior from occurring.

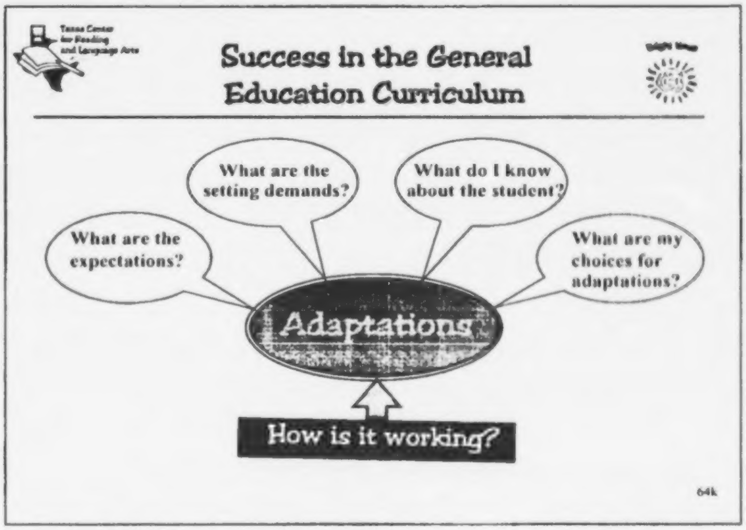
Or

Have participants work in small groups. Have one of the group participants describe a student and the problem behavior(s). Then ask participants to identify (a) the factors that elicit problem behavior(s), and (b) ways to modify those factors to prevent problem behavior(s).

Bright Ideas

Success in the General Education Curriculum

Overhead #64k



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Success in the General Education Curriculum

What are the expectations?

What are the setting demands?

What do I know about the student?

What are my choices for adaptations?

Adaptations

How is it working?

64k

- Use Overhead #64k to conclude this discussion on making adaptations for struggling readers and writers.
- Review the four adaptation questions with participants. Discuss how answering these four questions assists teachers in selecting adaptations. Recommend collaboration among specialists.
- Explain that a final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. Explain that this is an important key to student's success in the general education curriculum.
- Encourage participants to think about making adaptations as they continue to complete the workshop. (Putting self-sticking notes on chart paper activity can be continued.)

(Bryant & Bryant, 1998)

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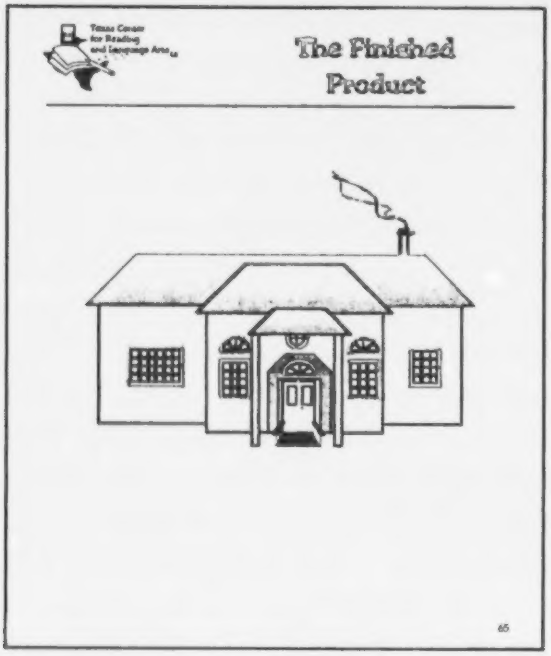
Overhead #65



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The Finished Product

65

The Finished Product

- Use Overhead #65 to illustrate that at some point in the building process, we conclude that the house is finished. True, there may still be an endless number of small projects to complete; landscaping to do, and some minor changes where things do not work quite right. Likewise, in writing, there is always an endless number of possible revisions to be made, and yet at some point we must allow students to declare the work finished and turn it in or publish it.
- Closure Activity: In groups of 4 or 5, have teachers discuss the following: 1) one thing they learned today that was new; 2) one thing they are going to change in how they teach writing. After discussing in small groups, ask for a volunteer from each group to report to the entire group.

Extended Workshop

Overhead #20

- Assess teachers' needs by asking them, "What seems to be the most troublesome aspect of planning for your students?" Use this feedback to help you select which activities and strategies you will need to emphasize or spend time scaffolding.
- Lead participants in determining a topic for a collaborative group paper or for a paper they would like to write independently during the workshop.

Overhead #21, #22, #23, or #24

- Use the questions and the think- aloud technique to help participants plan for the group collaborative paper and/ or their own individual pieces of writing.
- Choose an activity from those listed under "Teach Students Related Knowledge and Skills" to scaffold for participants.

Overhead #26

- Have participants generate a plan for their paper (or a collaborative paper) using their favorite planning technique. Have participants share.

Overhead #27

- Model appropriate conferencing with a teacher volunteer from the audience. After demonstrating appropriate conferencing, have teachers pair up and conference with one another about their writing plans. (If there is time, this would be a good opportunity to have role playing with the whole group.)

Overhead #29

- Model revision of an initial plan and encourage teachers to share any changes they made as a result of the planning conference.

Overhead #32

- Assess participants' needs by asking, "What aspect of drafting seems to be particularly troublesome for your struggling writers?"
- List them on a blank transparency and check them off as they are addressed.

Overhead #34

- Use the think-aloud technique and the handout of introductory techniques to scaffold the process of writing an introduction. Participants should generate one or more possible introductions for their own writing or for the group's collaborative paper.

Overhead #36

- Demonstrate one of the strategies listed under "Teach Students Related Knowledge and Skills."

Overhead #35

- Use the think-aloud technique and the questions to aid teachers in drafting a body paragraph.

Extended Workshop (con't)

Overhead #38

- In small groups, have participants select a concluding strategy and write a conclusion using purpose, audience, content, and form questions as a guide.
- Call on representatives from various small groups to share their ideas as time allows.

Overhead #39

- Choose two volunteers to role play a peer drafting conference for the group. As the presenter, guide them through the process by reminding them of the steps, offering suggestions, and so forth. (Use a sample of student writing you collected before the workshop.)
- Debrief by asking for reactions and suggestions from the audience and the volunteers.

Overhead #46

- Use scaffolding and the think-aloud technique to help participants revise their own work.

Overhead #48

- Use scaffolding and the think-aloud technique to help participants revise their own work.
- Have participants develop a mini-lesson on style and diction.

Overhead #49 or #50

- Use scaffolding and the think-aloud technique to model revision.
- Give participants time to revise their own piece of writing. Have them note their thought processes as they revise.

Overhead #52

- Demonstrate one of the strategies for sentence level revision.

Overhead #55

- Divide participants into groups of 3 or 4 and allow them to role-play revision conferences (Neubert & McNelis, 1990). The presenter can be the "director" who guides the other group members in implementing the strategy effectively.

Overhead #61

- Choose one of these editing strategies to scaffold for participants.

Overhead #64j

If time permits, have participants work in small groups. First, have each group identify a problem behavior, stated so that it is observable and measurable. Second, have participants discuss potential and common factors that are associated with problem behavior in classroom settings (e.g., length or difficulty of task, too many problems per sheet, not able to get teacher's attention, nonpreferred task, no choice making). Third, have participants identify ways to modify these factors to prevent problem behavior from occurring.

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Enhancing Writing Instruction for Secondary Students

Texas Center for Reading and Language Arts,
College of Education, The University of Texas at Austin
Texas Education Agency • Region XIII Education Service Center

Objectives

Participants will:

1. Discuss components of the writing process.
2. Describe characteristics of struggling and effective writers.
3. Describe strategies for the planning, drafting, revising, and editing stages of the writing process.
4. Discuss techniques that can be implemented in classrooms to teach writing.

TEKS-pectations for Writing: Grades 6-12

The student is expected to:

Write in a variety of forms for various audiences and purposes.

Select and use recursive writing processes for self-initiated and assigned writing.

Compose original texts, applying the conventions of written language to communicate clearly.

Apply standard grammar and usage to communicate clearly and effectively in writing.

Use writing as a tool for learning and research.

Evaluate his/her own writing and the writings of others.

Interact with writers inside and outside the classroom in ways that reflect the practical uses of writing.

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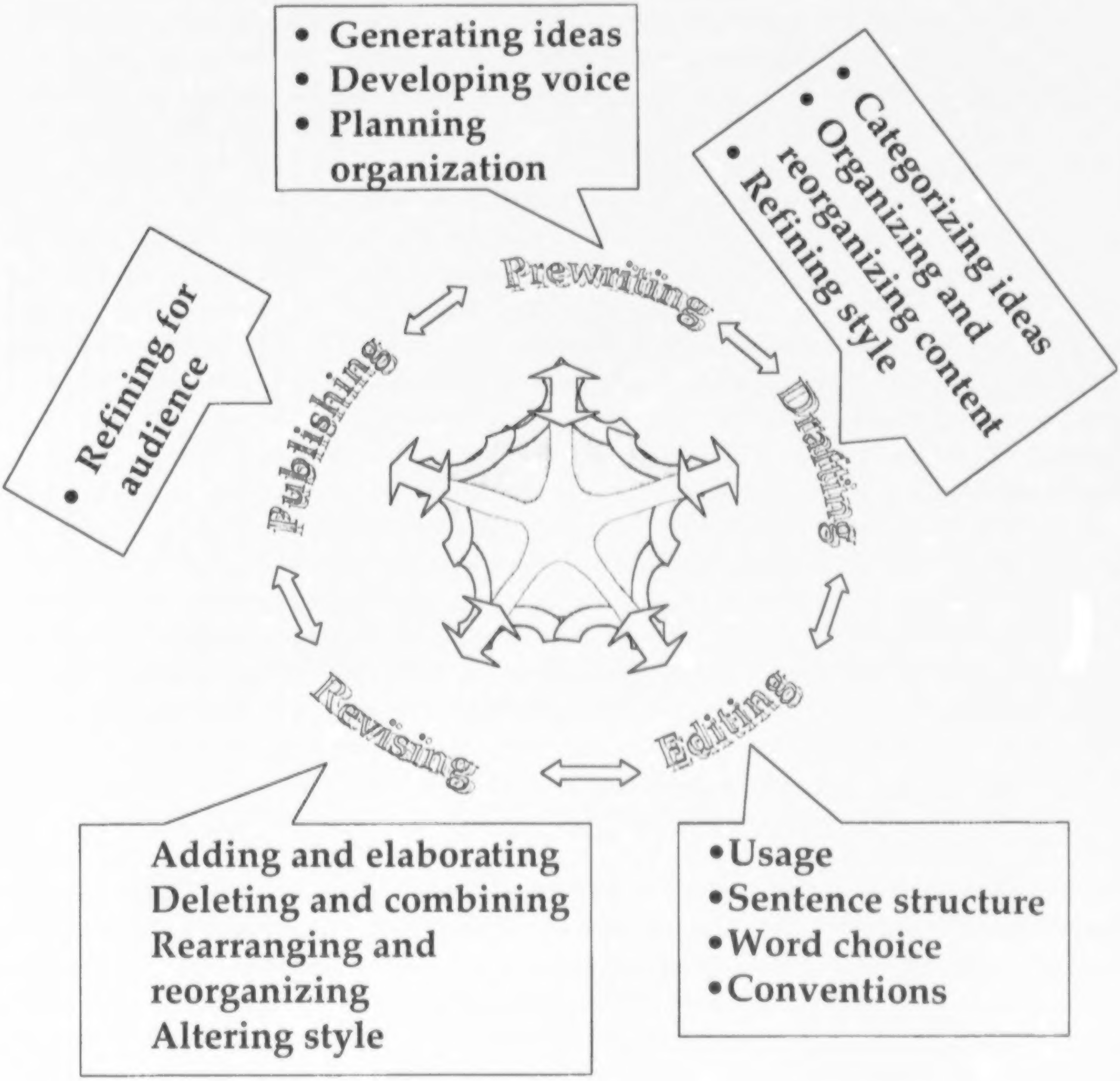
A close look at writing as a recursive processes...



- Generating ideas
- Developing voice
- Planning organization

- Categorizing ideas
- Organizing and reorganizing content
- Refining style

- Refining for audience

Prewriting

Drafting

Editing

Revising

Publishing

Adding and elaborating
Deleting and combining
Rearranging and reorganizing
Altering style

- Usage
- Sentence structure
- Word choice
- Conventions

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Recipe for success in teaching writing as a process

Recipe for: Success in teaching writing as a process
From the Kitchen of: Experts in the field
Ingredients:

- Class time allocated for all stages of writing
- Mini-lessons to build knowledge and skills
- Modeling and explicit instruction in strategies
- Continuous evaluation and feedback from teacher, peers, and self
- Collaboration among peers and teacher
- Flexibility to fit student needs
- A productive work environment
- Resources and experiences from which to write

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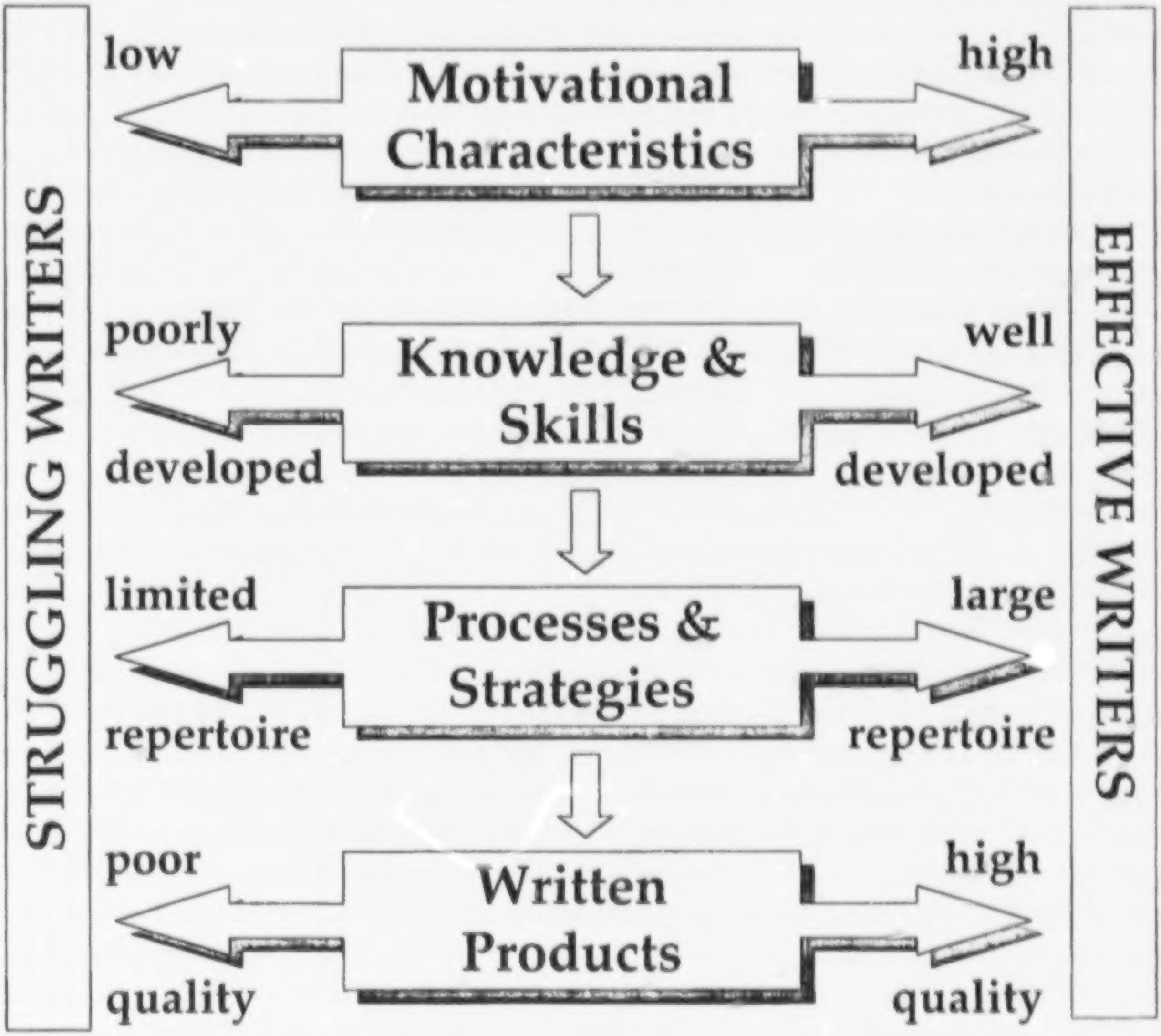
The Continuum of Writers



STRUGGLING WRITERS		EFFECTIVE WRITERS
low	Motivational Characteristics	high
poorly developed	Knowledge & Skills	well developed
limited repertoire	Processes & Strategies	large repertoire
poor quality	Written Products	high quality

A Closer Look at Effective Writers...

Motivational Characteristics

- Willing to take risks
- Value writing for communication and enjoyment
- Have experienced some prior success
- Confident that they have something worthwhile to say

Knowledge and Skills

- Understand and apply fundamental rules of grammar, syntax, punctuation, and spelling
- Have a well-developed vocabulary
- Have knowledge of sentence and text structure

A Closer Look at Effective Writers...

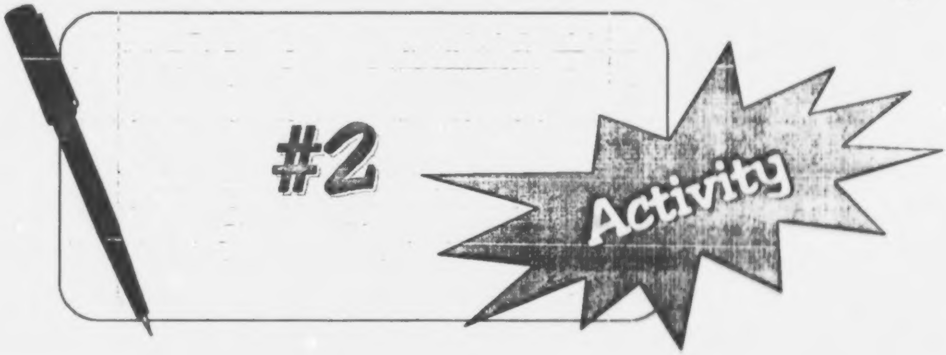
Processes

- Use a recursive writing process, moving freely among planning, drafting, and revising
- Engage in knowledge transformation to ideas, concepts
- Self-monitor and reflect upon product and processes
- Possess a repertoire of writing strategies

Written Products

- Show a clear sense of audience and purpose
- Are well organized and coherent
- Use appropriate grammar, syntax, punctuation, spelling, and word choice
- Convey clear expression of ideas
- Use well developed, appropriate elaboration

A Closer Look at Struggling Writers...



Motivational Characteristics

- Lack confidence and avoid risks
- Have little intrinsic motivation for writing
- Fail to understand or appreciate writing's purpose in their lives

Knowledge and skills

- Do not know the characteristics of good writing
- Have little knowledge of text structure
- Lack lower- and higher-order writing skills
- Have a limited vocabulary
- Have difficulty with rules of grammar, syntax, punctuation, and spelling

A Closer Look at Struggling Writers...

Processes

Write in linear fashion, fail to rethink initial decisions and attempts

- Engage in "knowledge telling," stating facts
- Fail to monitor effectiveness of product or processes
- Lack strategies for improving their writing

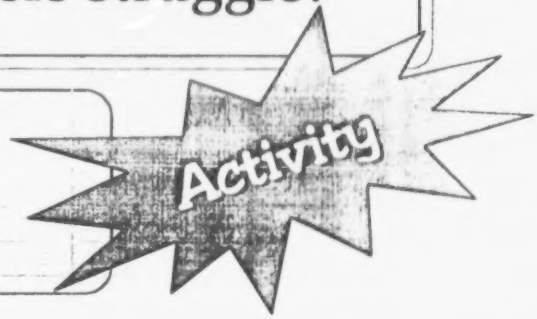
Written Products

- Are shorter in length
- Lack coherence
- Have missing critical parts
- Are riddled with mechanical and grammatical errors

Helping Struggling Writers: We Can Make a Difference

Why do struggling writers struggle?

#3



How can we as teachers make a difference?

- Provide a motivating environment for writing.
- Teach knowledge and skills and their applications.
- Model thought processes and strategies (Think-aloud technique).

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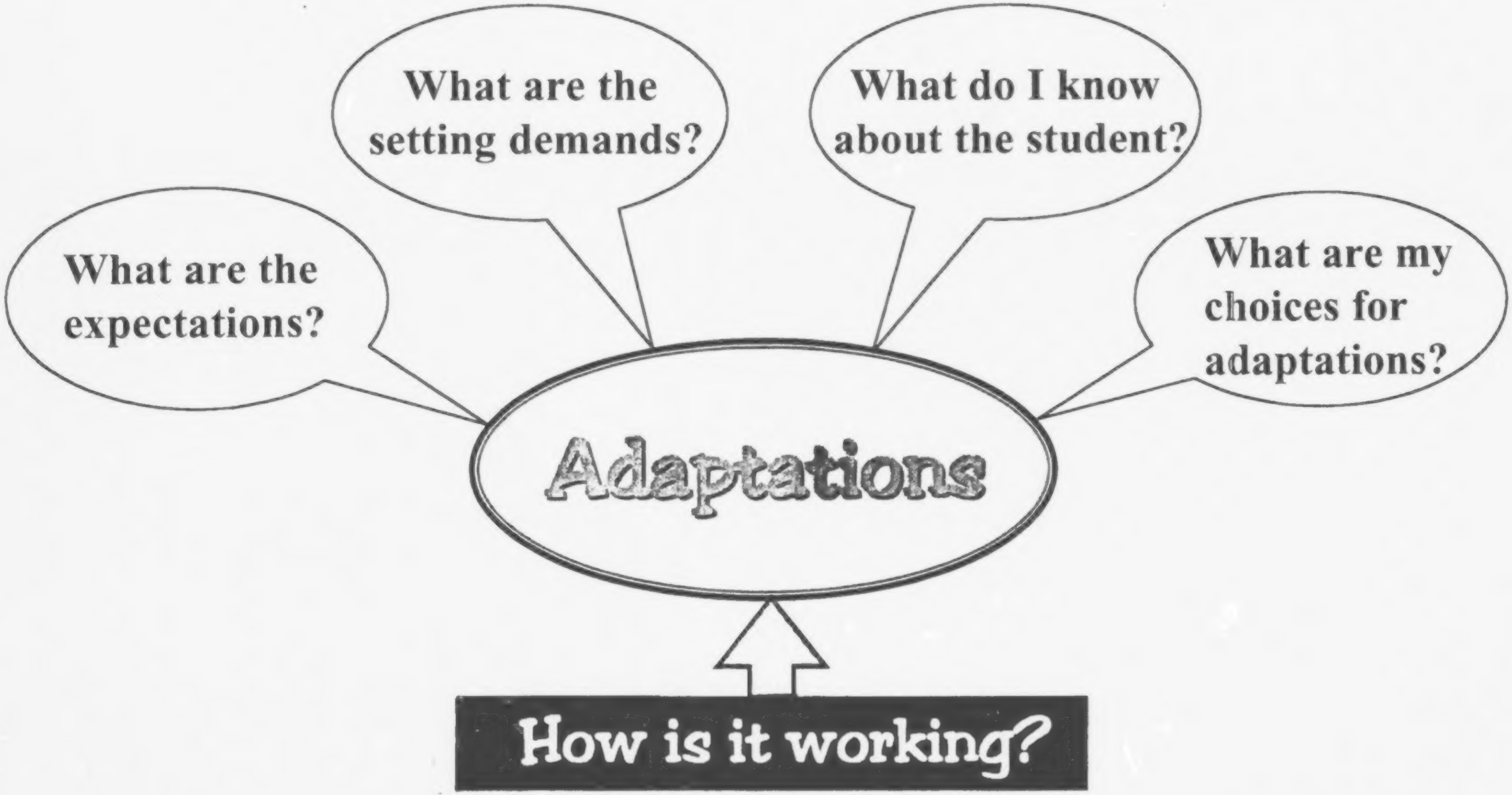
Success in the
General Education Curriculum

Bright Ideas



What are the expectations?

What are the setting demands?

What do I know about the student?

What are my choices for adaptations?

Adaptations

How is it working?

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Bright Ideas

Student Success

Instructional Design Adaptations

Instructional/ Curricular Adaptations

Behavioral Support Adaptations

Positive Learning Community and Access to the General Education Curriculum

Adaptations Activity

Instructional Design Adaptations
Know Your Student

- Plan for adaptations
- Access resources
- Collaborate
- Integrate technology
- Assess learning
- Monitor student progress

Instructional and Curricular Adaptations

Instructional:

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning

Behavioral Support Adaptations

Strategies that increase appropriate student behaviors:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors

Scaffolding

1. Establish a motivating environment.
2. Assess student needs.
3. Select and explain a strategy.
4. Build prerequisite knowledge and skills.
5. Promote student mastery of the strategy.
6. Model the strategy. → Think aloud, etc
7. Practice collaboratively to promote internalization.
8. Encourage students to apply the strategy independently.
9. Assess strategy mastery and use.
10. Teach regulation of strategy use.

(Adapted from De La Paz & Graham, 1997; El Dinary et al., 1995; Englert et al., 1991; Pressley & Associates, 1995)

Tips for getting the most out of your scaffolding

- **Select wisely and keep it simple.** Choose one or two strategies to teach students and provide scaffolding for those strategies.
- **Use record keeping,** such as "status of the class" charts or checklists, to keep track of student progress and needs.
- **Break students into small groups** based upon needs. Provide mini-lessons to groups of 4 or 5 students.
- **Do not remove the scaffolding too early.** Teach for independent mastery and usage.

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The Think-Aloud Technique

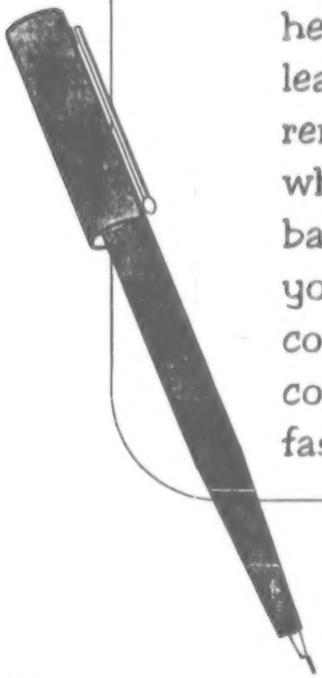
> This seems like a weak start, but I think I'll come back to it later.

> Would this line be stronger/make more of an impression in another place?

My First Wheels

My first bike was blue and had a black seat, black tires, and chrome handlebars. It got pretty banged up the first week because I kept crashing and wrecking. My dad told me that was normal, but I wanted it to stay pretty and new looking.

I kept that bike for years and helped my younger brothers learn to ride on it. Do you remember getting your first wheels? Maybe you call the baby carriage and the tricycle your first wheels, but I don't count those! That new bike could really take me places - fast. And I was the "driver."



> Hmm... I wonder if my audience has had similar experiences?

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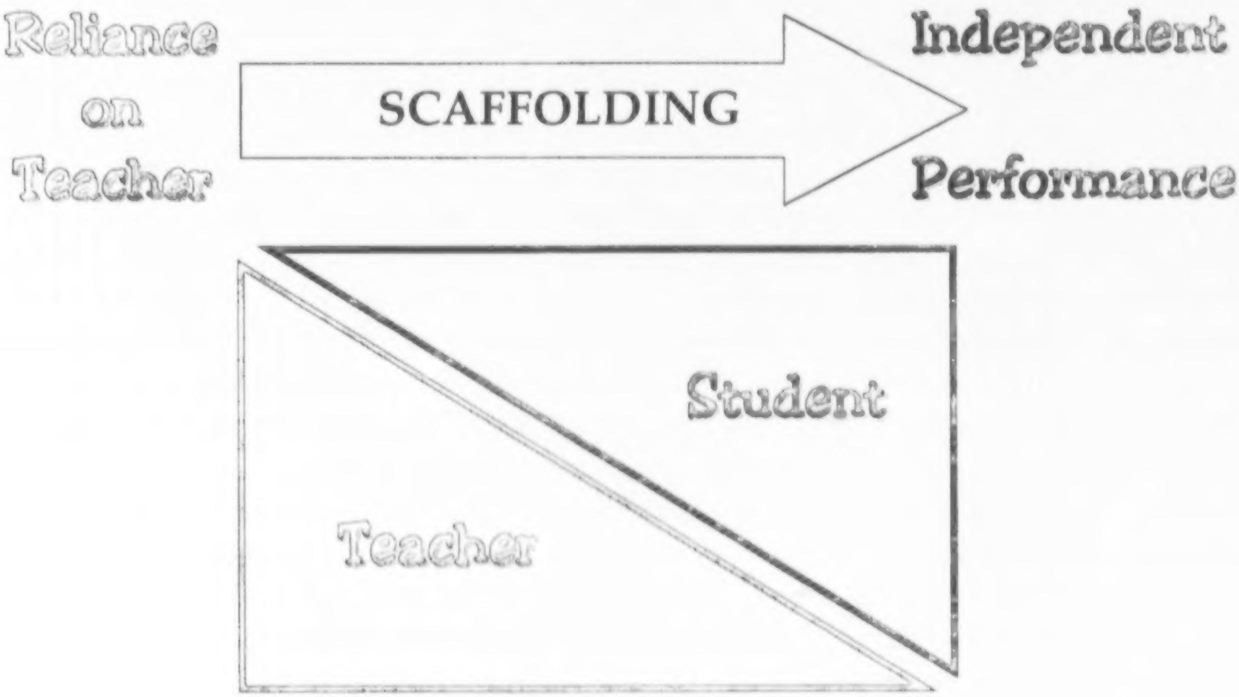
Goal of Scaffolding

The goal of scaffolding is to produce independent thinkers, learners, and writers!



Reliance on Teacher

SCAFFOLDING

Independent Performance

Student

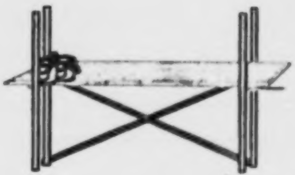
Teacher

"A good teacher has been defined as one who makes himself progressively unnecessary."

–Thomas Carruthers

How is writing like building a house?

> "A novel is a piece of architecture. It's not random wallowings or confessional diaries. It's a building—it has to have walls and floors and the bathrooms have to work."
>
> –John Irving



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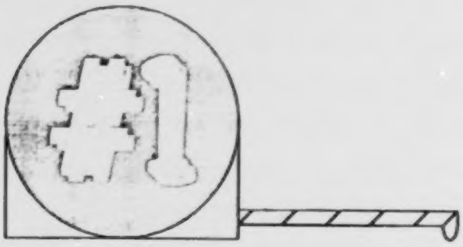
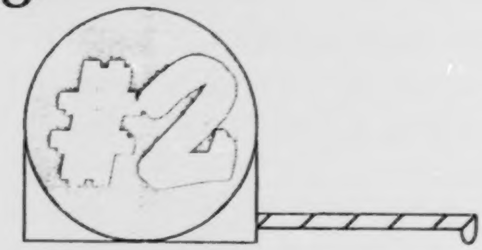
Writers as Builders

To be effective, builders (writers) need two things:



Knowledge and skills specific to the building task (i.e., driving a nail, framing, measuring)



An eye for the big picture

Writers as Builders (cont.)

Q: How do builders (writers) keep their eyes on the overall product?

A: By thinking about
- Purpose
- Audience
- Content
- Form

#5

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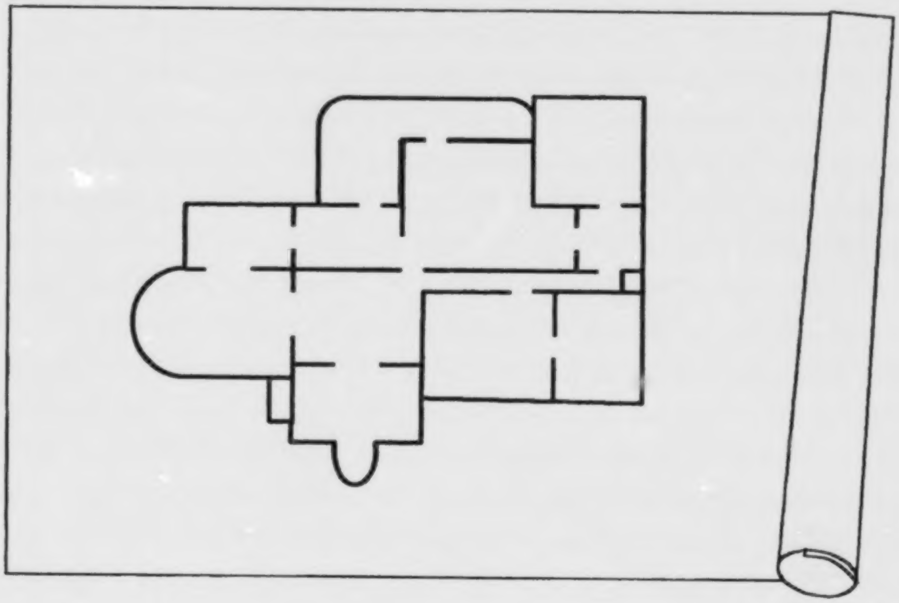
Planning

Meeting with the architect



"Neither the sculptor nor the writer improvises offhandedly. Each begins with a sketch – the outer limits."

– William Irmscher,
Teaching Expository Writing

CAUTION

Keep in Mind...

- Planning occurs *after* determining a topic.
- Plans are continually revisited and revised throughout the writing process.
- Planning includes thinking about purpose, audience, content, and form.
- There is no *one* right way to plan.

When Planning...

Effective Writers

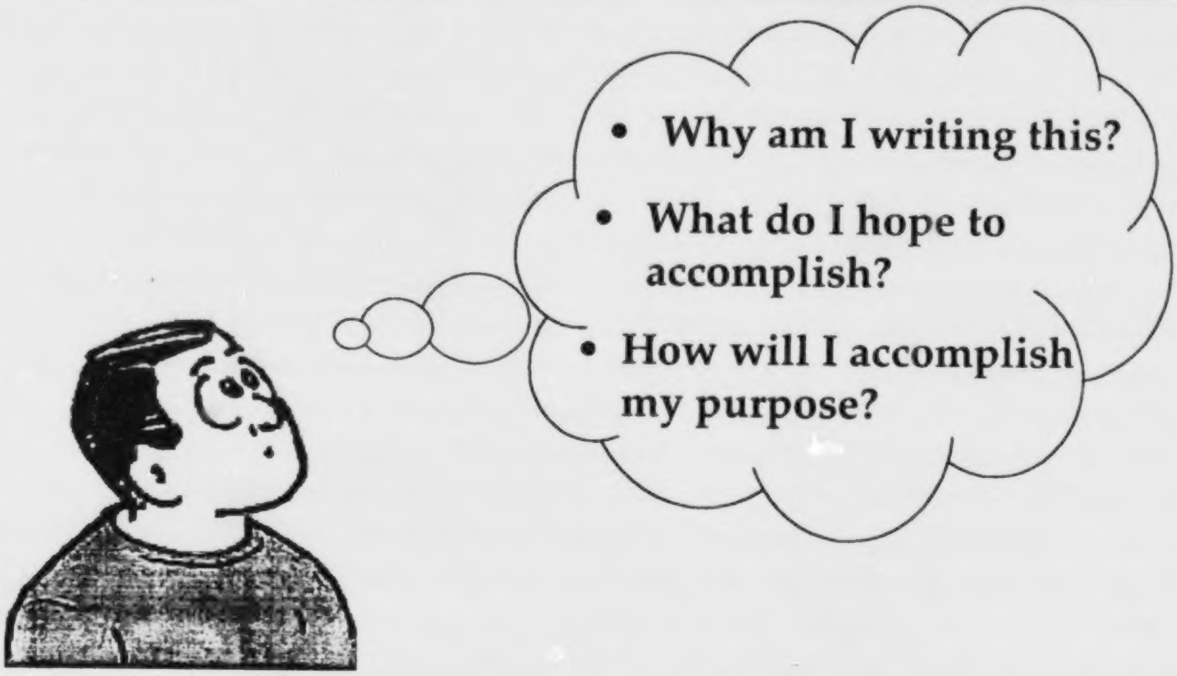
- Set goals by reflecting upon the purpose, audience, and mode of writing
- Systematically search their memory for related information
- Conduct research to find new information
- Organize the collected information
- Reflect upon topics, ideas, content, and organization

Struggling Writers

- Spend little time planning
- View planning as determining a topic
- Do not have an organizational plan
- Lack effective strategies for generating content
- Fail to research new information
- Lack knowledge of text structure

(See El Dinary et al, 1995; Graham, Schwartz, & MacArthur, 1993; Mac Arthur et al., 1995; Newcomer & Barenbaum,1991; Wong, Wong, & Blenkinsop, 1989)

Planning for *Purpose*

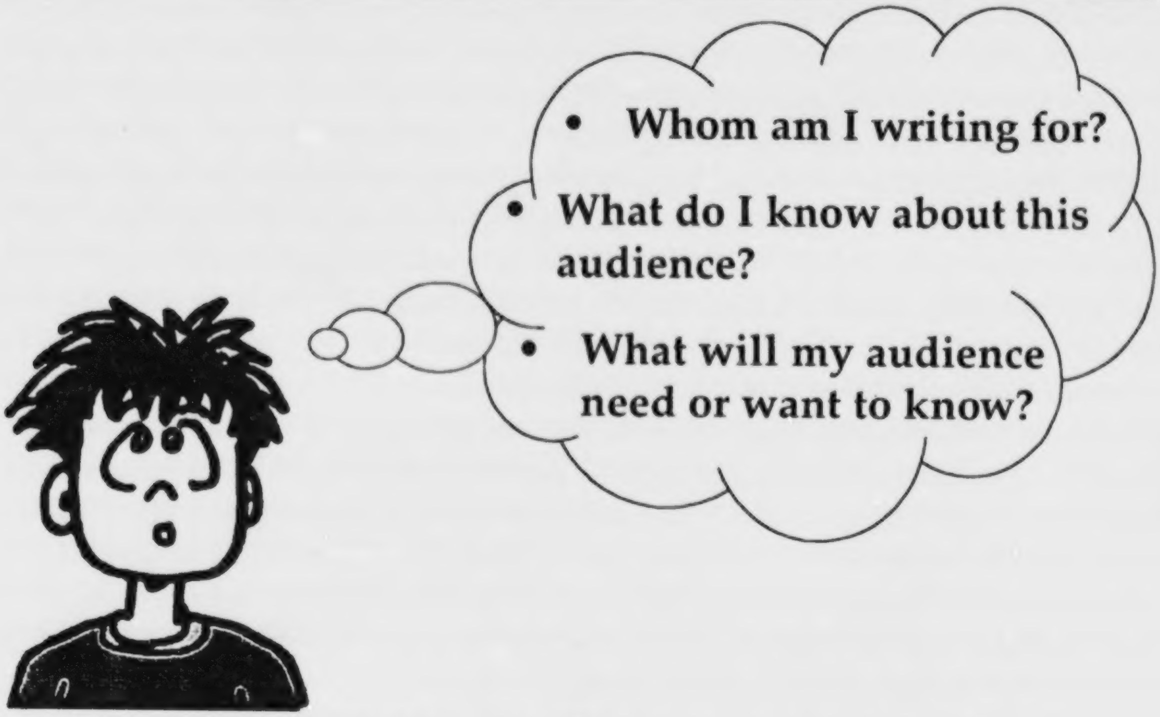


- Why am I writing this?
- What do I hope to accomplish?
- How will I accomplish my purpose?

Teach Students Related Knowledge and Skills by :

- Showing examples of writing for different purposes. Help students identify purpose.
- Brainstorming a list of reasons for writing and posting it in the classroom.
- Explaining the relationship between text structure and purpose.
- Having students record their answers to the meta-cognitive questions.

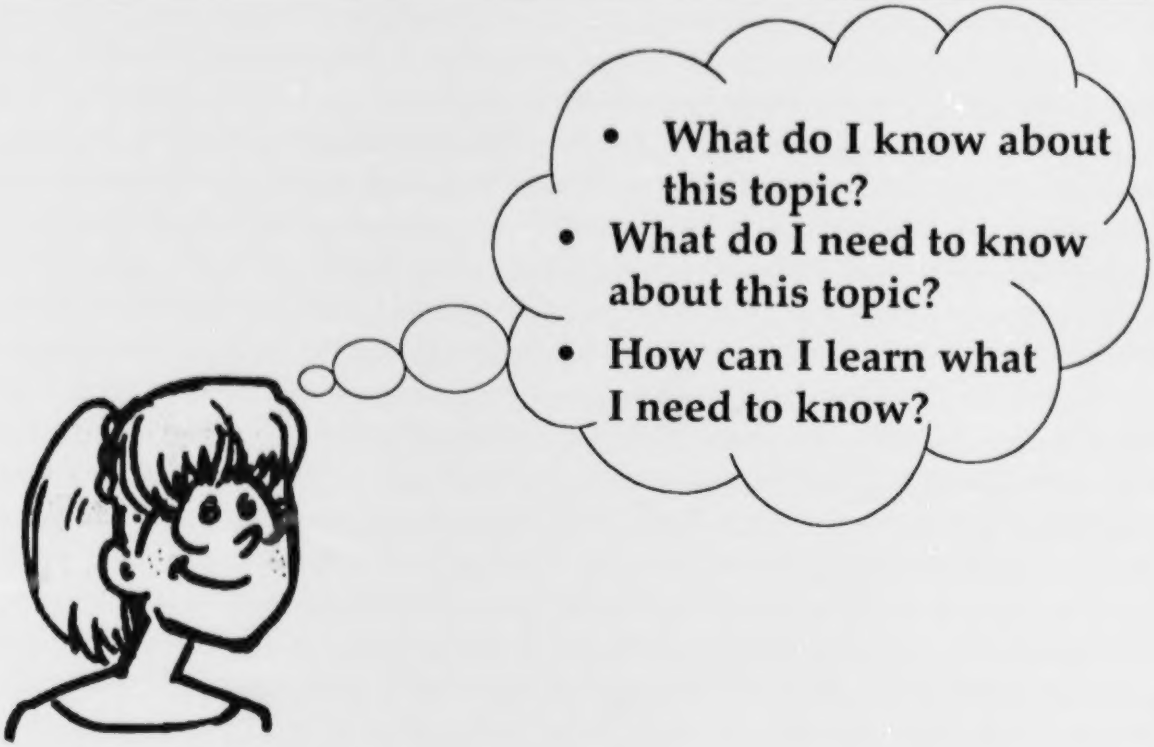
Planning for Audience


• Whom am I writing for?
• What do I know about this audience?
• What will my audience need or want to know?

Teach Students Related Knowledge and Skills by:

- Brainstorming possible audiences and discuss characteristics of each.
- Discussing the effects of audience on what you say (content) and how you say it (style).
- Showing examples of writing that effectively reach the intended audience and writing which doesn't. Discuss reasons.
- Having students record their answers to the meta-cognitive questions.

Planning for *Content*



- What do I know about this topic?
- What do I need to know about this topic?
- How can I learn what I need to know?

Teach Students Related Knowledge and Skills by:

- Demonstrating how different prewriting strategies can be used to generate and organize what a student knows.
- Conducting a mini-lesson on research techniques.
- Having students record their answers to the meta-cognitive questions.

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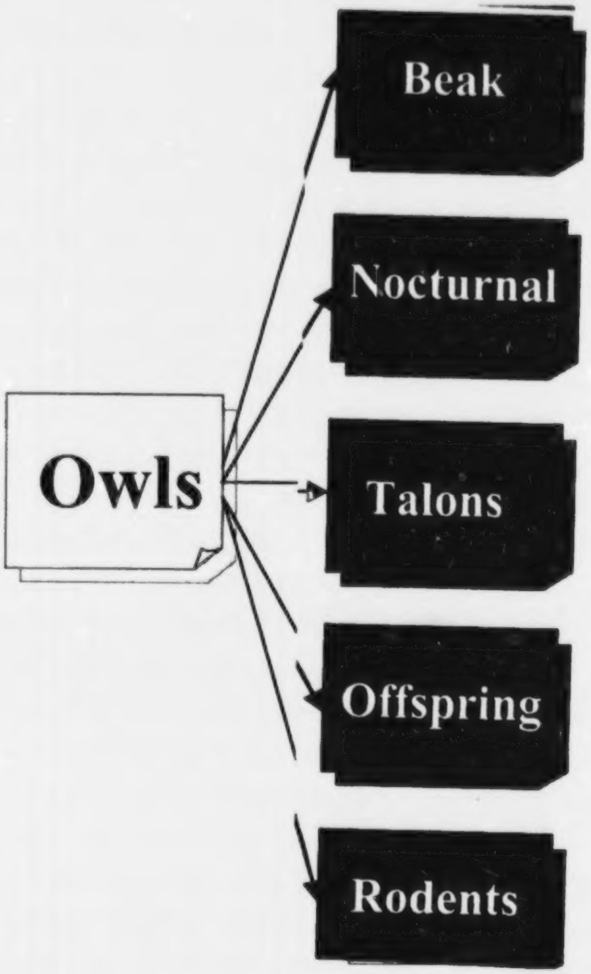
Planning for Struggling Writers

Bright Ideas

Strategy: Webbing



Owls

Beak

Nocturnal

Talons

Offspring

Rodents

Possible Adaptations

- Activate prior knowledge through webbing.
- Model webbing with multiple examples.
- Limit the number of web branches.
- Provide a peer scribe.
- Use color-coding to highlight categories.
- Provide graphic organizers (Semantic Map, Venn Diagram) to record ideas.
- Access library materials.
- Use self-sticking notes for arranging and rearranging.
- Allow nonwriters to use illustrations to depict ideas.

Planning for *Form*

- How should I arrange my ideas in order to achieve my purpose?
- What are the big ideas I want to get across to my audience?
- What do I know that supports these big ideas?

Teach Students Related Knowledge and Skills by :

- Showing examples of different text structures, and examining the arrangement of ideas within them.
- Having students record their answers to the meta-cognitive questions.

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CAUTION

Keep in Mind...

Form NOT Formulas:

"...teachers need to realize that there are no absolute text structures or categories, but, rather, there are predictable structures that act as vehicles or frames with which writers and readers can begin to predict, interpret, organize, and discuss the content for a given topic and writing purpose."

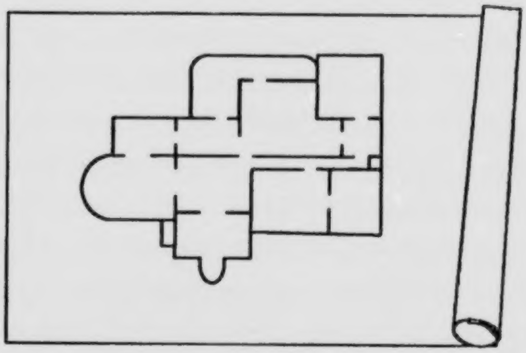
(Englert & Mariage, 1991)

"Instead of talking about 'good organization' in the abstract or advocating one plan of organization in preference to all others, the teacher should recognize the interconnections of form and content, and help students quietly in the subtle and personal task of choosing a form that suits well their ideas and emphases."

(Larson, 1976)

Generating a Writing Plan

> **"A writing plan is an artist's sketch, a carpenter's plan scratched on a board, a cook's recipe that will be changed during the cooking. A writing plan is not an order or a binding contract. It is an educated guess...."**
>
> **(Murray, 1996, p. 82)**

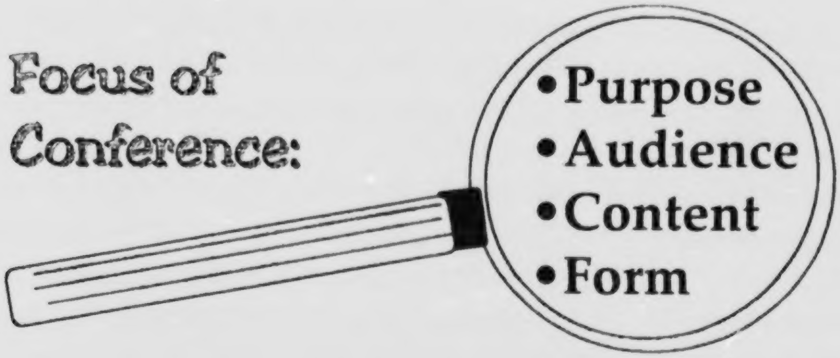


Before students begin drafting, they need to have a PLAN. This plan can take many forms such as:

- **formal and informal outlines**
- **graphic representations**
- **any other technique for arranging and sequencing ideas.**

The Planning Conference

Focus of Conference:



- Purpose
- Audience
- Content
- Form

The Writer		The Partner
Explains	→	Listens
Answers	↔	Evaluates
Records	←	Suggests

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Tips for Planning Conferences

---

1. Spend class time modeling and scaffolding appropriate "conferencing."

2. Enlist the support of parents, volunteers, and aides to help so that struggling writers are not once again left behind.

3. Provide students with visual and verbal reminders of their roles until they gain competence.

4. Monitor students closely and provide feedback.

5. Practice conferencing frequently.

6. Confer with struggling students to identify topics for mini-lessons and to review their answers to the meta-cognitive questions from purpose, audience, content, and form.

7. Select student partners carefully. Struggling writers should have partners who provide specific feedback with sensitivity a couple of points at a time.

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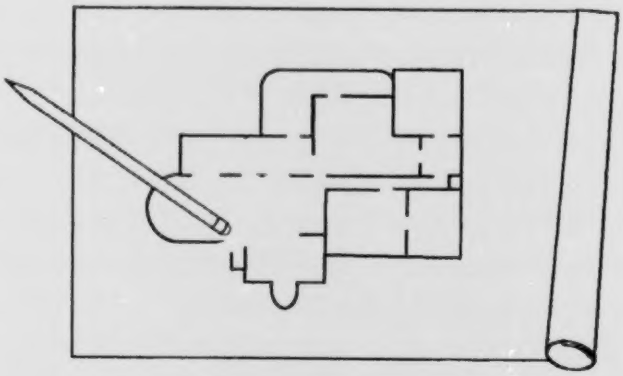
Revising the Plan

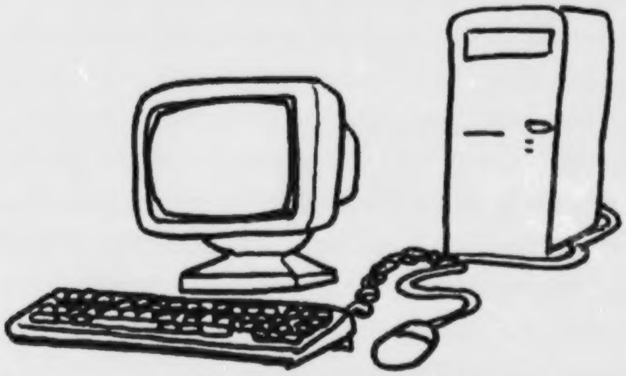
"Plan is revision at its purest.... The revised plan allows you to avoid a finished draft that does not meet the teacher or employer's assignment."
(Murray, 1996, p. 110)



After conferencing, students should revise their plans, incorporating any changes after the planning conference. Revised plans should be shared with the teacher or the conference partner.

Revising now saves time and energy later!

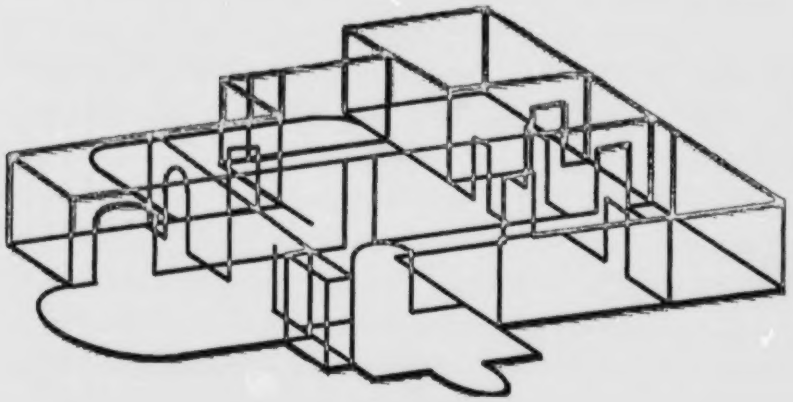
Using Computers for Planning



Word processing programs help students:

- Answer questions when planning their writing.
- Easily organize and reorganize their written thoughts during the planning stage.
- Develop outlines using the conventional form or a software organizational tool.
- Easily make changes to their outlines.

Drafting



"Writing is thinking. And as we think our thoughts change. We use language to discover what we know, what it means, and how we feel about it."

(Donald Murray, 1996, p. 114)

When Drafting...

Struggling Writers

- Write whatever comes to mind with little thought for purpose, audience, or form
- Focus rigidly on mechanics, rules, and formulas rather than meaning
- Lack knowledge of text structure
- Take few, if any, risks

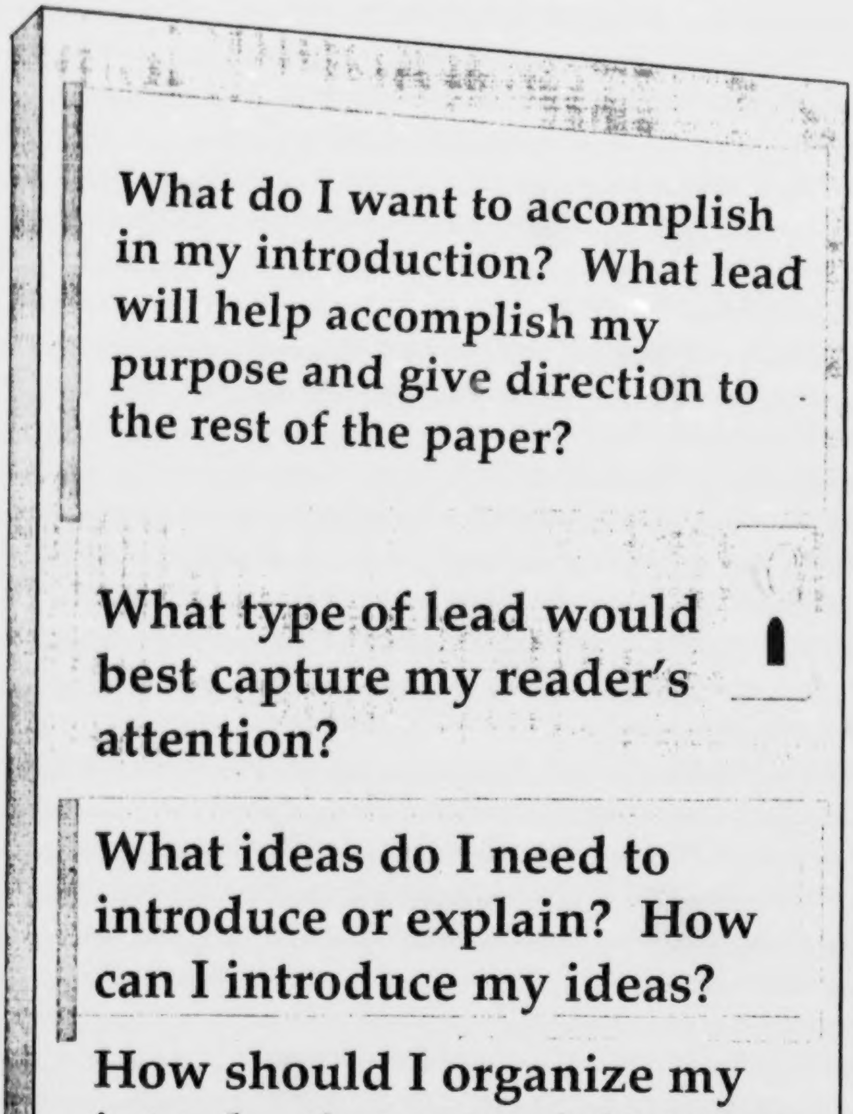
Effective Writers

- Keep the plan in mind while drafting
- Monitor whether the draft fulfills the plan
- Monitor whether the draft and/or the plan is effective
- Anticipate and answer reader's questions
- Rely on a variety of drafting strategies

(See El Dinary et al, 1995; Graham, Schwartz, & MacArthur, 1993; Mac Arthur et al., 1995; Newcomer & Barenbaum. 1991; Wong, Wong, & Blenkinsop, 1989)

Building the Draft

Introductions: The Entranceway



Purpose: What do I want to accomplish in my introduction? What lead will help accomplish my purpose and give direction to the rest of the paper?

Audience: What type of lead would best capture my reader's attention?

Content: What ideas do I need to introduce or explain? How can I introduce my ideas?

Form: How should I organize my introduction material? What first? Next?

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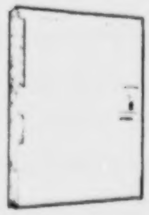
Building the Draft

Introductions: The Entranceway

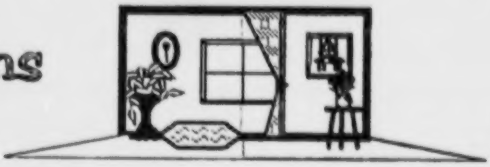


Teach Students Related Knowledge and Skills by:

- Demonstrating effective introductions and determining critical attributes.
- Introducing strategies for gaining the reader's interest by describing and showing examples of their use.

Building the Draft

Body Paragraphs: The Rooms



Audience: What level of formality do I want to use for this audience? What transition words will help my reader know that this idea relates to the other ideas?

Purpose: Where can I use elaboration to help fulfill my purpose? Does this sentence state my idea clearly?

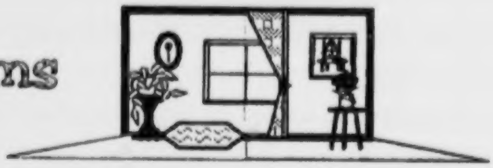
Content: What else do I know about this idea? How can I explain this idea?

Form: In how many ways am I sticking to my plan?

- *Note: Review with struggling writers their answers to these questions.*

Building the Draft

Body Paragraphs: The Rooms



Teach Students Related Knowledge and Skills by:

- Using paragraph structure, stressing its flexible nature.
- Teaching them to develop topic sentences, detailed supporting sentences, and concluding sentences.
- Drawing from a repertoire of elaboration techniques, and giving examples and modeling each type.
- Providing a sentence-generating strategy.
- Elaborating at the sentence level.

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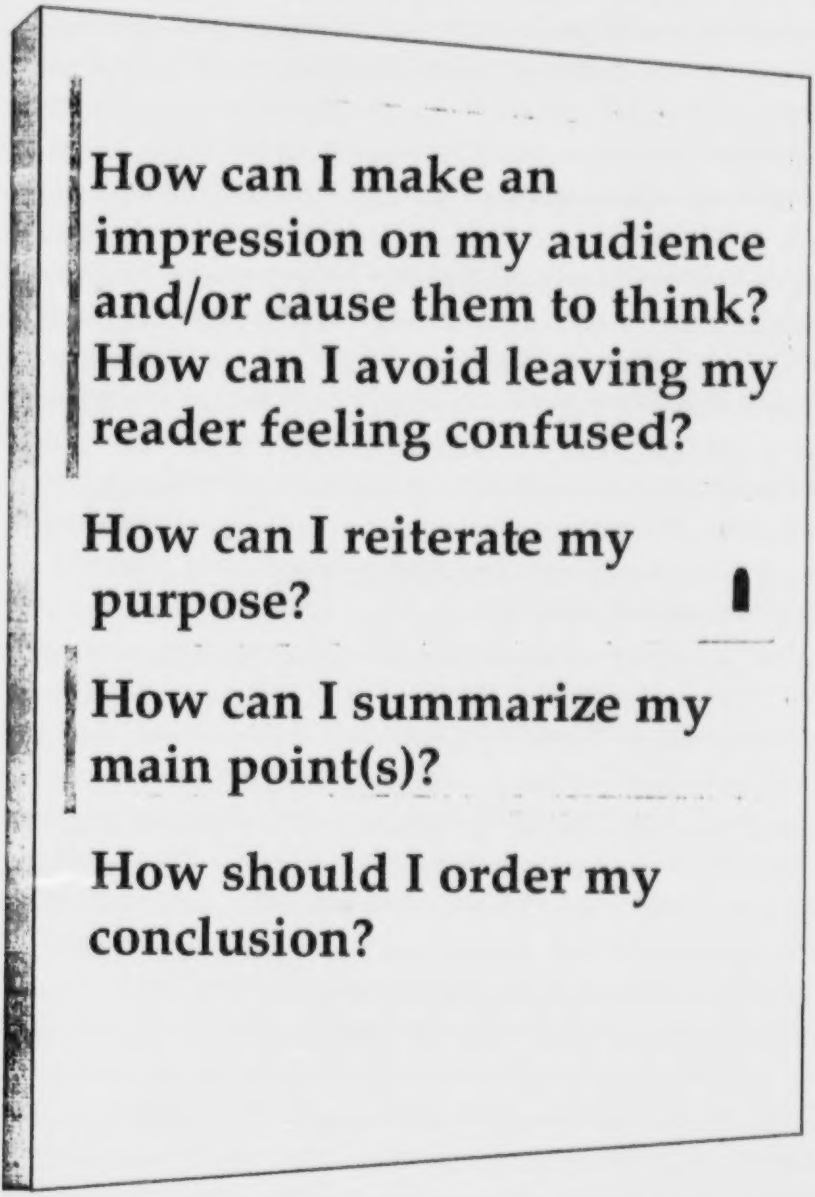
Building the Draft

Conclusion: Exiting through the Entrance



Audience: How can I make an impression on my audience and/or cause them to think? How can I avoid leaving my reader feeling confused?

Purpose: How can I reiterate my purpose?

Content: How can I summarize my main point(s)?

Form: How should I order my conclusion?

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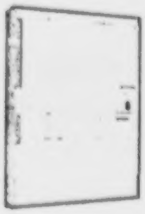
Building the Draft

Conclusion: Exiting through the Entrance



Teach Students Related Knowledge and Skills by:

- Using examples of successful and unsuccessful conclusions to emphasize that effective conclusions summarize content and appeal to the reader.
- Modeling think-aloud techniques that effective writers use to conclude a text.
- Guiding students in the use of purpose, audience, content, and form questions to choose among techniques.

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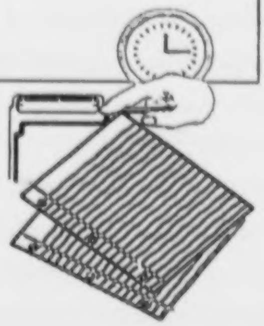
Drafting for Struggling Writers

Bright Ideas

Strategy: Timed, Free Writing

- Activate prior knowledge.
- Suspend normal writing conventions temporarily.
- Allow students to write sentences, phrases, or word lists.
- Encourage the student to write for the specified time.



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The Drafting Conference

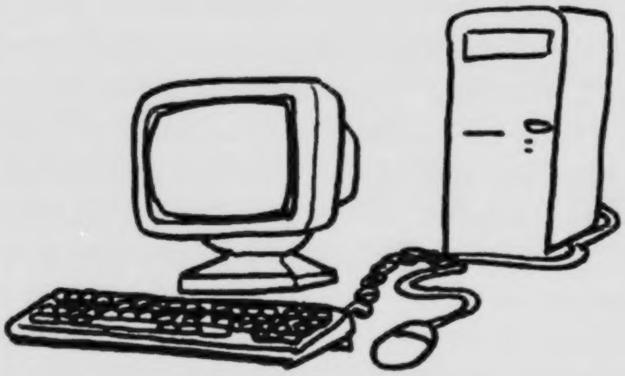
The Writer	The Partner
1. Explains purpose, audience, content, and form to your partner.	**1. Listens and notes** **• intended purpose** **• intended audience** **• intended content** **• intended form**
2. Reads your draft or a selected portion of your draft.	**2. Listens to draft**
3. Asks partner questions to help you improve your draft. *e.g., Do you understand what I am trying to say?* *How can I add more elaboration here?* *What could I say to make my purpose clearer?*	**3. Answers your partner's questions. You may need to reread parts of the paper.**
4. Records any ideas or changes.	**4. Identifies the parts that seem to follow the plan. Suggests ways to improve.**

Drafting Tips from the Classroom

---

1. Write on every other line.
2. Write on one side of the paper only.
3. Focus on intended meaning.
4. Follow your plan, realizing that it may change later.

Using Computers for Drafting



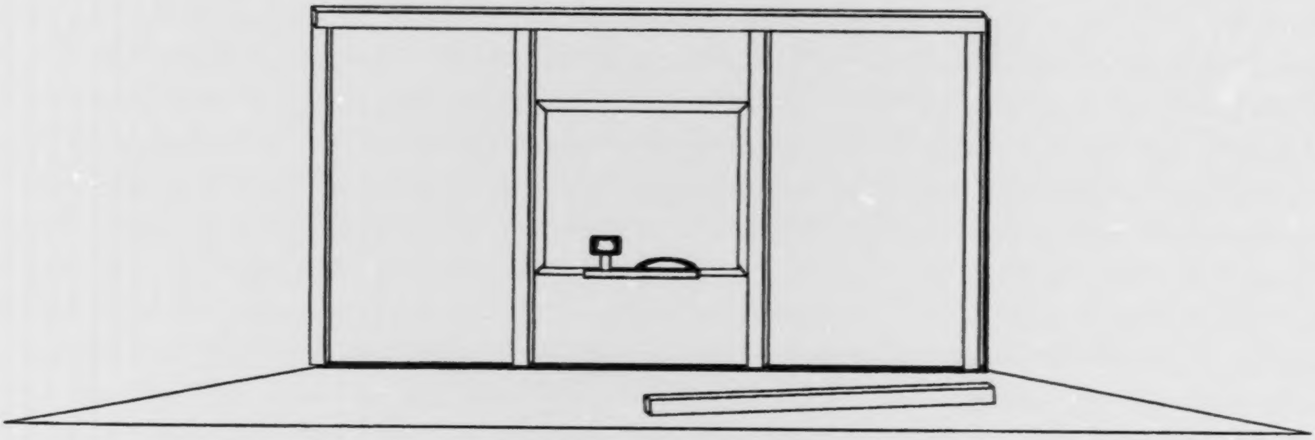
Word processing programs can be used to help students:

- Begin the process of writing a first draft.
- Make changes as they proceed without the frustration of erasing.
- Incorporate feedback more easily from peer conferences.

Revising as Remodeling

"Tell any group of teachers in a workshop that revision is the key to good writing and you'll generally see hearty nods of agreement. The trouble is, so much energy has been spent on pre-writing and drafting before we ever get there. Revision is like the last stop on a long, long vacation. Everybody is tired and really wants to get on home, even if it means missing a few things."

(Spandel & Stiggins, 1990, p. 106)



When Revising...

Effective Writers

- Focus on organization of text as a whole
- Evaluate text in terms of goals
- Emphasize substantive revision
- Check grammar, syntax, spelling, and word choice

Struggling Writers

- Can't identify what would improve their writing
- Often fail to recognize errors and lapses in meaning
- Lack strategies and skills for solving the problems they can identify
- Make revisions that do not improve quality of text

(See El Dinary et al, 1995; Graham, Schwartz, & MacArthur, 1993; Mac Arthur et al., 1995; MacArthur, Graham, & Schwartz, 1991; Newcomer & Barenbaum. 1991; Wong, Wong, & Blenkinsop, 1989)

Suggested Steps in Revision

"Revision is a problem solving process"
—Pressley & Associates, 1990

Phase I

1. **Read each paragraph. At the end of each paragraph, use purpose, audience, content, and form questions to *"locate a problem."***
2. **Use related knowledge and skills to improve the paragraph, make choices about *adding, deleting, substituting,* and *rearranging.***
3. **Make changes or mark areas for possible changes.**
4. **Continue reading and evaluating the next paragraph.**

(Adapted from Fitzgerald & Markham, 1987)

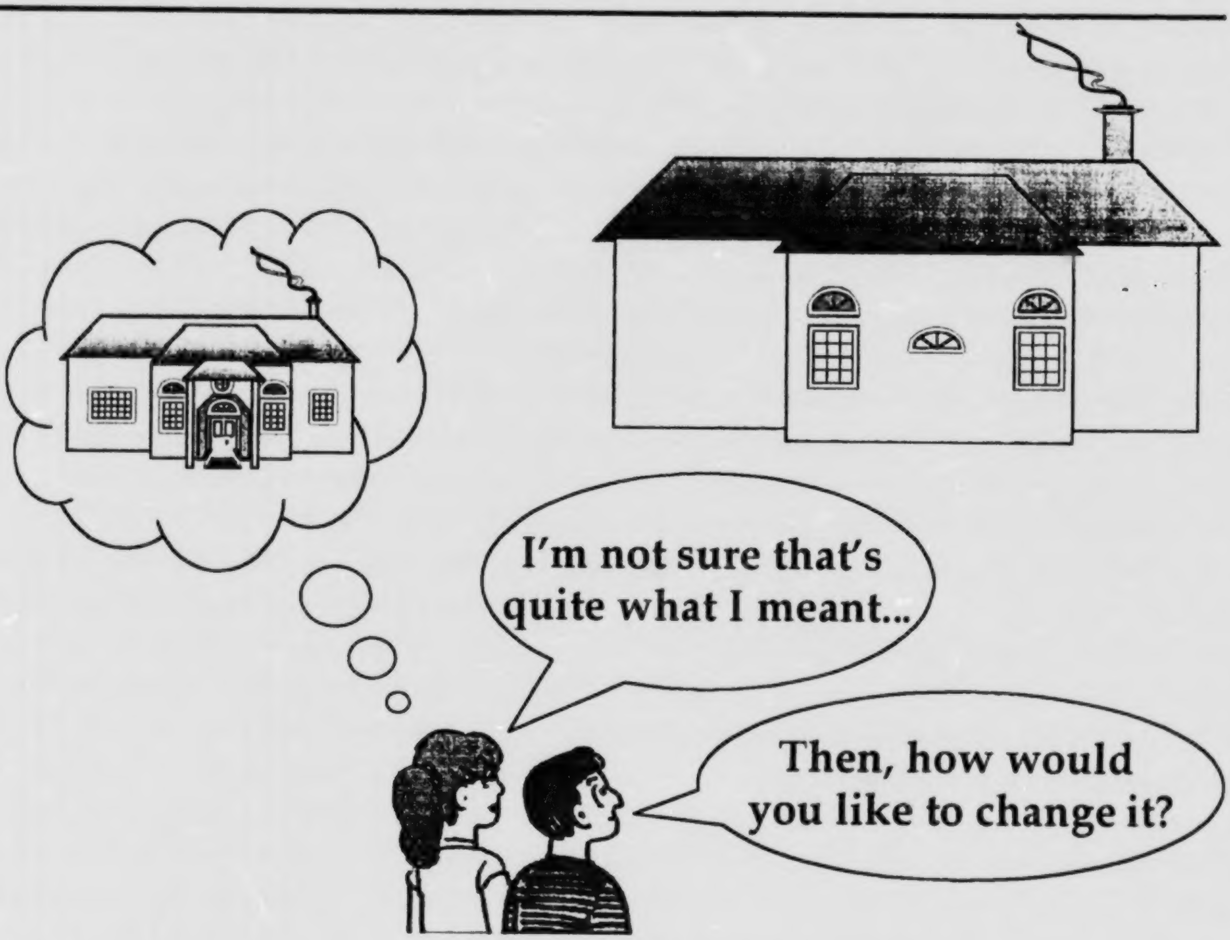
Phase II

After reading each paragraph, read each sentence, answering the following questions for each sentence:

- **Does it make sense standing alone?**
- **Is it connected to my main idea?**
- **Can I add more?**

(Adapted from Harris & Graham, 1992)

Revising as Remodeling (cont.)


I'm not sure that's quite what I meant...
Then, how would you like to change it?

Rearrange?

Add?

Substitute?

Delete?

(Pressley & Associates, 1990)

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Revising for *Purpose*

- Does my paper answer the question "So what?"
- Is my purpose clear? If not, how can I make it clearer?
- Is there any part of my paper which does not help achieve my purpose?
- What are the main words that make my purpose clear?

Revising for *Purpose*

Teach Students Related Knowledge and Skills by:

- Identifying a variety of writer's purposes through the use of examples.
- Revising for purpose by displaying an example of a paragraph that fails to contribute to its intended purpose.
- Providing modeling, scaffolding, and practice before asking students to revise their own paragraphs independently for purpose.
- Highlighting sentences or words that clearly state the purpose.

Revising for *Audience*

- Is my choice of words appropriate for my audience?
- Is the degree of formality appropriate for my audience?
- Is there anything my audience might not understand?
- Have I answered all of my reader's questions?

Teach Students Related Knowledge and Skills by:

- Using examples and modeling to teach students to identify writing that may fail to reach its intended audience.
- Demonstrating how adding, deleting, substituting, and rearranging can be used to revise for audience.
- Using mini-lessons on style and diction to demonstrate and teach revision for audience.

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Revising for *Content*

- Where have I stated my main idea?
- Have I included all the ideas from my plan?
- Have I told enough? Have I explained my ideas so clearly that my reader will know exactly what I mean?
- In what places can I add elaboration to make my meaning clearer?
- Does my elaboration support the main idea?
- What parts aren't really related to my main ideas? Can I delete them?
- What parts don't make sense?
- Have I said the same thing over and over? Is it effective?

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Revising for *Content*

Teach Students Related Knowledge and Skills by:

- Identifying and evaluating main ideas and elaboration.
- Locating common problems with content:
  - unclear main ideas
  - unrelated or ineffective elaboration
  - insufficient elaboration.
- Revising by adding, deleting, substituting, or rearranging information.
- Making elaboration specific.

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Revising for *Form*

- Have I organized my ideas into paragraphs according to my plan?
- Does each section support my meaning?
- Does the order make sense?
- Does each point lead to the next?
- Are my ideas connected by transitions?
- Is there any part I should move?
- Do I have an introduction, body, and conclusion?
- Does the structure of the draft support and advance the message?

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Revising for ***Form***

Teach Students Related Knowledge and Skills by:

- **Teaching strategies for rethinking organization after drafting by rearranging words, sentences, and paragraphs.**
- **Providing techniques for sentence level revision.**

Revision for Struggling Writers

Strategy: Color Coding for Expansion

First Draft

I saved my money to buy a car.

I saved for a long time and wanted it bad. I thought about it a lot.

When I was sixteen, I got the money from the bank and I bought it.

Working Draft

For the last three years I saved every penny I could get my hands on so that I could buy a car. I saved for a long time and wanted it bad. I thought about it a lot. Then my sixteenth birthday arrived. I was thrilled to go to the bank, withdraw all my savings, and go with my father to place my down payment on this incredible purchase.

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Revision for Struggling Writers

Bright Ideas

Additional ideas for revising:

- Use teacher conferencing.
- Highlight sparingly.
- Choose specific colors for coding.
- Teach one revision at a time.
- Encourage peer questioning.
- Use a graphic organizer.
- Provide access to the computer.

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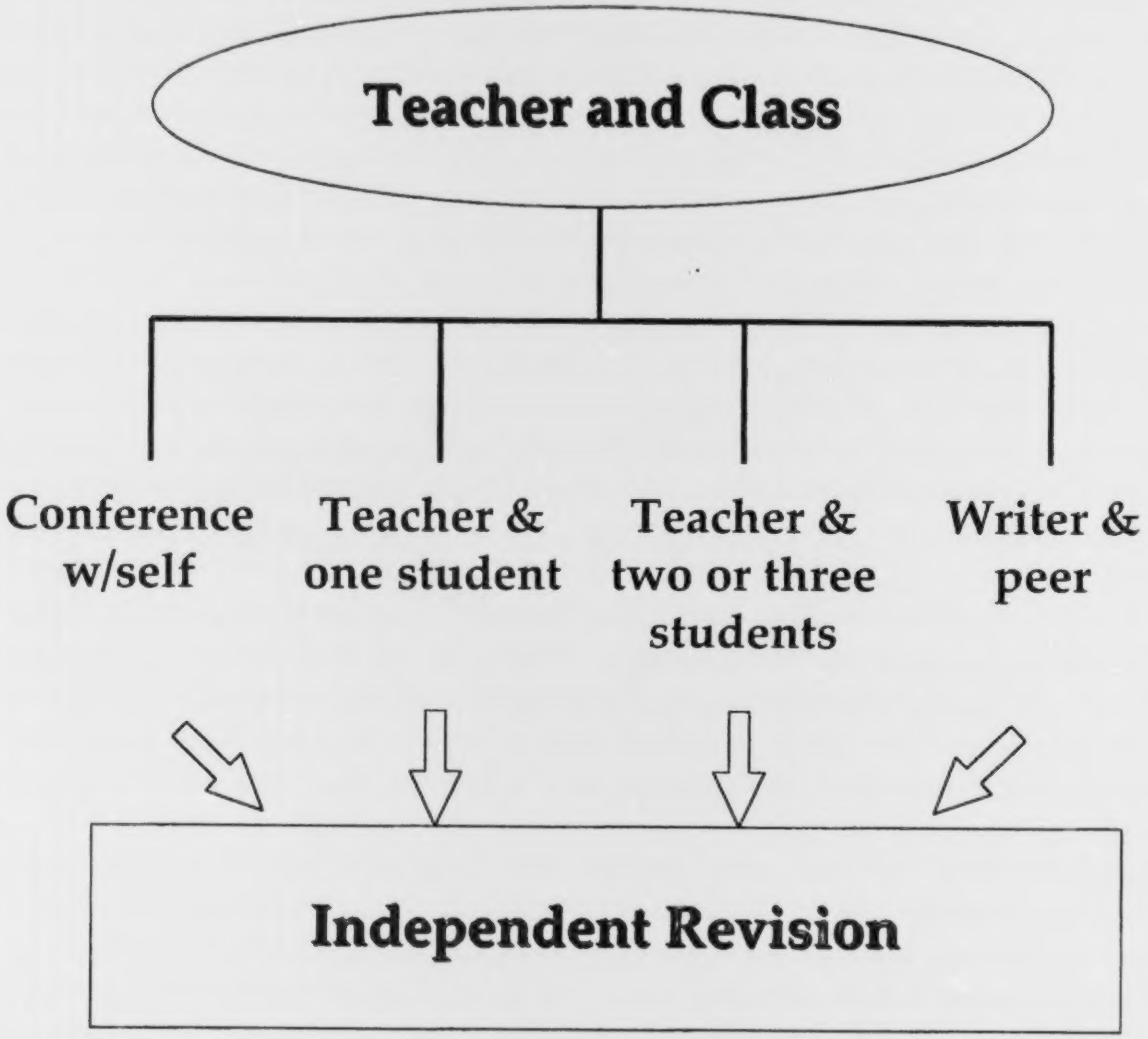
Revising Tips from the Classroom

1. Encourage choice--this improves motivation.
2. Encourage additions--most student writing is underdeveloped.
3. Facilitate peer conferencing and consultation.
4. Pose questions related to purpose, audience, content, and form.

Revision Conferences



Teacher and Class

Conference w/self

Teacher & one student

Teacher & two or three students

Writer & peer

Independent Revision

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The Revision Conference

Step 1 The partner listens and praises.

Step 2 The writer and partner reread and evaluate.

Step 3 The writer records questions, comments, and suggestions.

Step 4 The writer asks the partner questions about step 3.

Step 5 Discuss questions, comments and suggestions with the writer.

Step 6 The writer revises.

Revision Conferences: Tips from the Classroom

1. Students need to be taught to conference effectively.

2. While conferencing, other students can be engaged in reading, writing, or peer conferencing.

3. Modeling is extremely important in teaching conferencing. Prepare a monologue in which you play the role of both the writer and the peer to demonstrate; ask for a volunteer from the class to help model conferencing, enlist help of a teacher or aide, or tape record a good conference.

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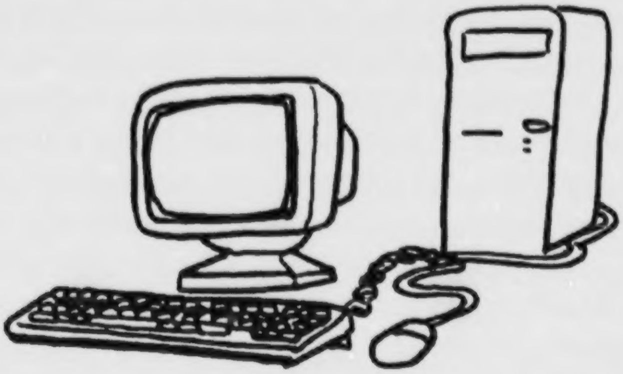
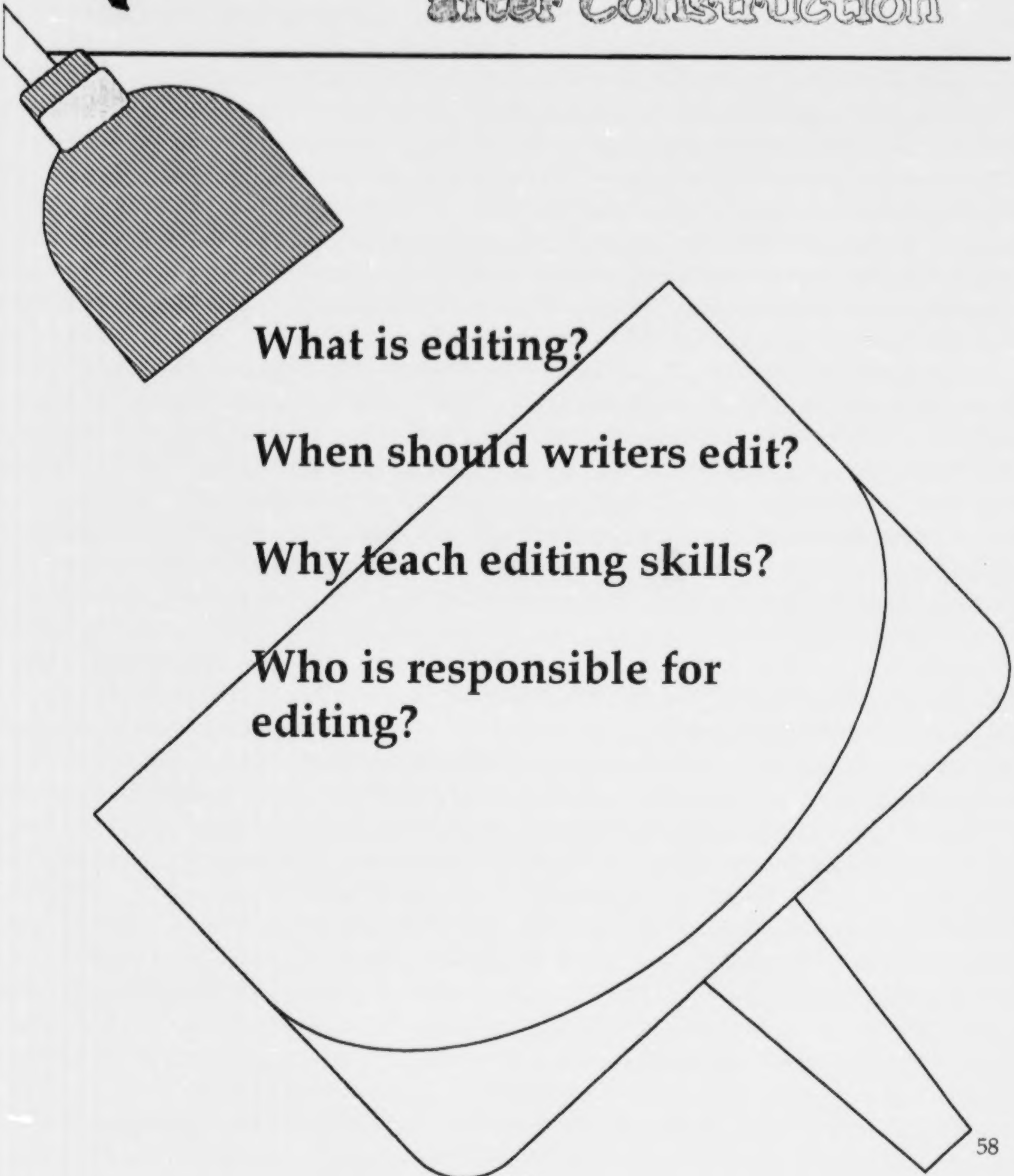
Using Computers for Revising



Word processing programs can help students:

- Revise their work by elaborating on sentences and paragraphs.
- Try out different ideas more easily than on paper.
- Reorganize sentences and paragraphs easily.
- Incorporate ideas from teacher and peer conferences into their written work more easily.

Editing: Cleaning up after Construction



What is editing?

When should writers edit?

Why teach editing skills?

Who is responsible for editing?

CAUTION

Keep in Mind...

"Students do not come to class knowing how to look at their own compositions as readers and consequently, they are not skillful at scrutinizing either their own or their peers' writing."

(van Allen, 1988)

"Proofreading is like the quality-control stage at the end of an assembly line. Think of it in these terms and you'll see why you shouldn't consider a paper finished until you have proofread it with finicky thoroughness. Proofreading is [the writer's] responsibility, not the reader's. Your object is to court your reader, not alienate him."

(Trimble, 1975, p. 96)

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Cleaning up after Construction

Topics

- Elimination of sentence fragments and run-ons
- Sentence variety
- Verb tense
- Subject-verb agreement
- Pronoun-antecedent agreement
- Use of strong, vivid verbs
- Use of specific nouns
- Comma rules
- Other punctuation rules
- Capitalization
- Spelling

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Cleaning up after Construction: Strategies

- "Editing checklists" of persistent problems
- Single-focus peer editing
- Posting references and reminders
- Revising of sentence starts
- Editing groups
- Editing consultants
- Reading backwards for spelling errors

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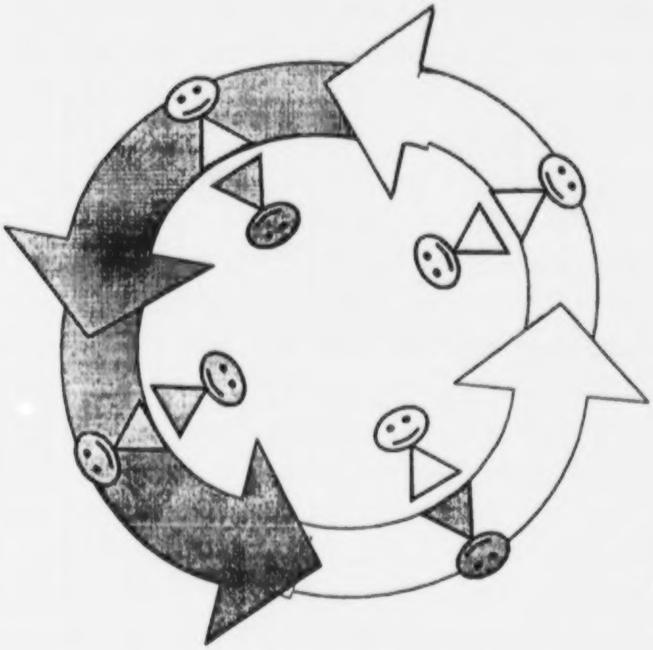
Editing for Struggling Writers

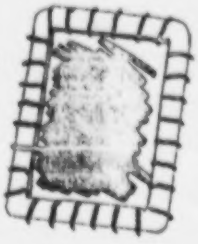
Strategy: Clocking



Possible Adaptations

- **Model the editing process using "think alouds" and demonstrations.**
- **Allow more time for editing.**
- **Provide mini-lessons on the editing skills required.**
- **Begin by editing only one area at a time.**
- **Pair a struggling student with a successful student.**
- **Teach collaborative skills to facilitate interaction among students.**

Cleaning up after Construction: Tips from the Classroom



1. The student should be the first editor of his or her own work, using checklists and other strategies.

2. Use peers as editors (after the teacher has modeled strategies and taught the students to make appropriate comments).

3. Have students put a well-edited piece (edited by both self and peer) in an editing basket for a final teacher editing conference.

4. Use mini-lessons to build knowledge and skills for the whole class or small groups of students.

(Graves, 1996; Hillerich, 1985; TEA, 1990; Weaver, 1996)

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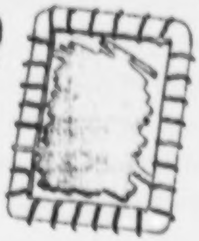
Cleaning up after Construction: Tips from the Classroom (con't)



5. Teach one skill at a time.

6. Don't expect students to proofread for conventions which have not been taught.

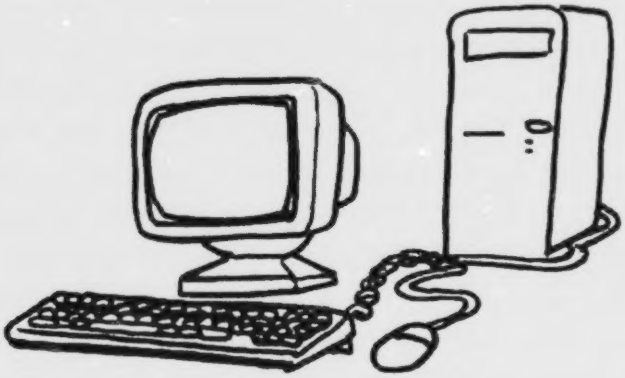
7. Use selective marking to focus on the particular kinds of errors that the teacher has tried to help the student eliminate.

8. Place a check mark at the end of the line with the error and ask the writer to find and correct.

9. Don't just assign editing. Teach the necessary skills, strategies, and symbols.

(Graves, 1996; Hillerich, 1985; TEA, 1990; Weaver, 19 96)

Using Computers for Editing



Word processing programs can help students:

- Edit their work.
- Make changes in text based on recommendations from peer and teacher conferences.

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Bright Ideas

Student Success

Instructional
Design
Adaptations

Instructional/
Curricular
Adaptations

Behavioral
Support
Adaptations

Positive Learning Community
and Access to the
General Education Curriculum

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Instructional Design Adaptations
Know Your Student

Bright Ideas

- Plan for adaptations
- Access resources
- Collaborate
- Integrate technology
- Assess learning
- Monitor student progress

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Bright Ideas

Instructional Design Adaptations
Know Your Students

Plan for Adaptations

- Establish expectations
- Identify setting demands
- Consider needs of learners
- List adaptations and resources
- Develop and gather resources

Access Resources

- Use special materials
- Obtain special equipment
- Consult among special and general educators and specialists

Collaborate

- Focus on IEP and general education curriculum
- Agree on student's goals
- Share responsibilities
- Problem solve and provide support for each other

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Instructional Design Adaptations
Know Your Students (cont.)

Bright Ideas

Integrate Technology

- Computer-assisted instruction
- Writing tools
- Communication devices
- Internet

Assess Learning

- Assess learning needs and levels
- Set goals

Monitor Student Progress

- Provide on-going monitoring
- Give frequent and immediate feedback

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Instructional and Curricular Adaptations

Bright Ideas

Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning

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Instructional and Curricular Adaptations

Bright Ideas

Make Learning Visible and Explicit

- Use modeling and “think alouds”
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues

Instructional and Curricular Adaptations

**Provide Multiple Ways
To Demonstrate Learning**

Examples:

- Advertisement
- News release
- Web or map
- Comic strip
- Collage
- Diorama

Behavioral Support Adaptations

Strategies that increase appropriate student behaviors are:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors

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Bright Ideas

Behavioral Support Adaptations

Provide Structure and Be Consistent

- Arrange classroom environment
- Establish clear rules, routines, and expectations
- Inform students of consequences for positive and negative behaviors
- Provide cues for transitions or changes

Use Proactive Teaching

- Gain student's attention: visual, verbal, and tactile cues
- Prevent problem behavior rather than react:
  - Catch them when they're learning
  - Catch them being good
  - Identify reasons for problem behavior
  - Modify factors eliciting problem behavior

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Behavioral Support Adaptations

Bright Ideas

Teach Alternative Behavior

Teach and demonstrate to students:

- Appropriate social and communication skills
- Self-monitoring strategies

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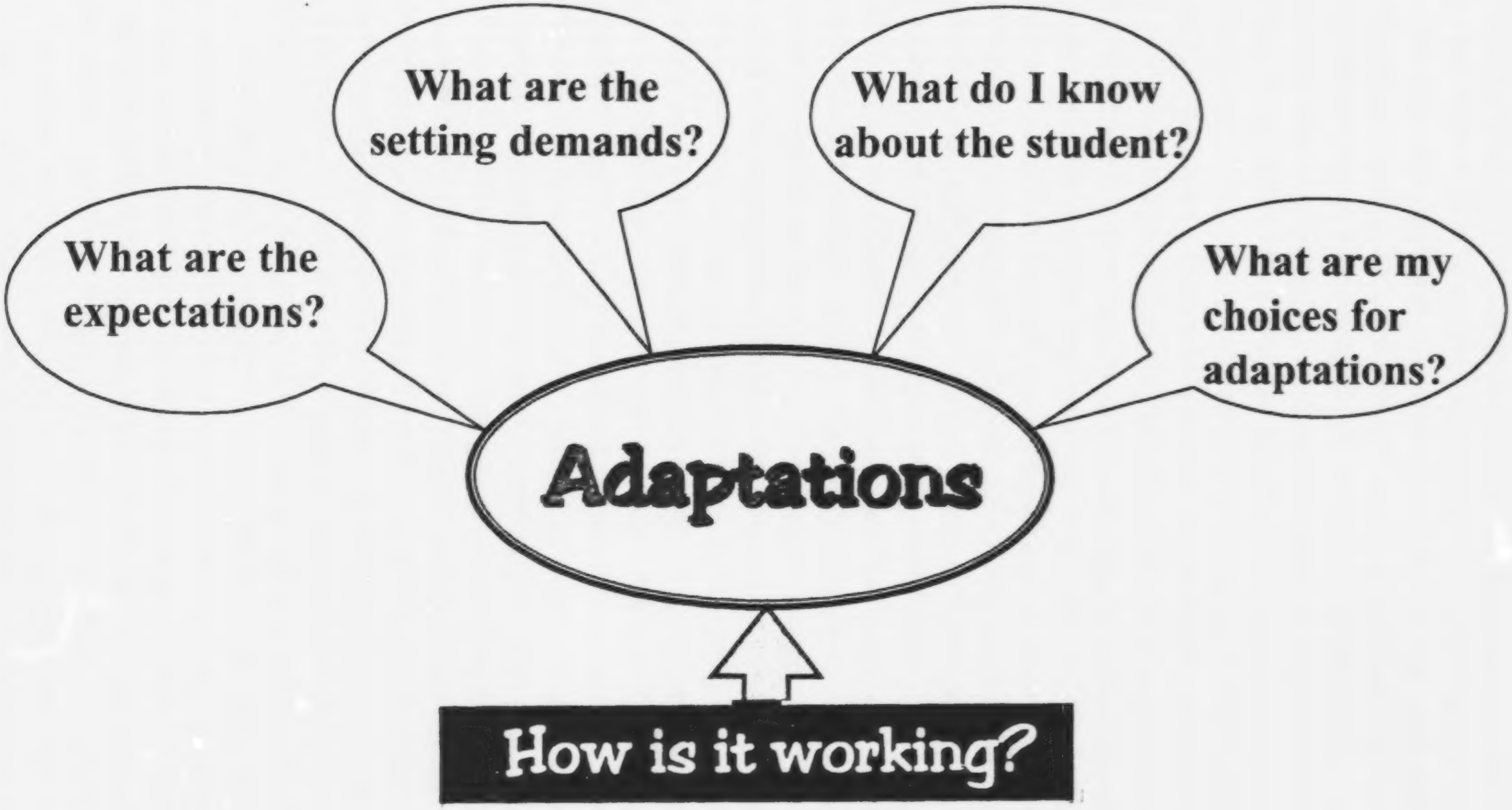
Success in the General Education Curriculum

Bright Ideas



What are the expectations?

What are the setting demands?

What do I know about the student?

What are my choices for adaptations?

Adaptations

How is it working?

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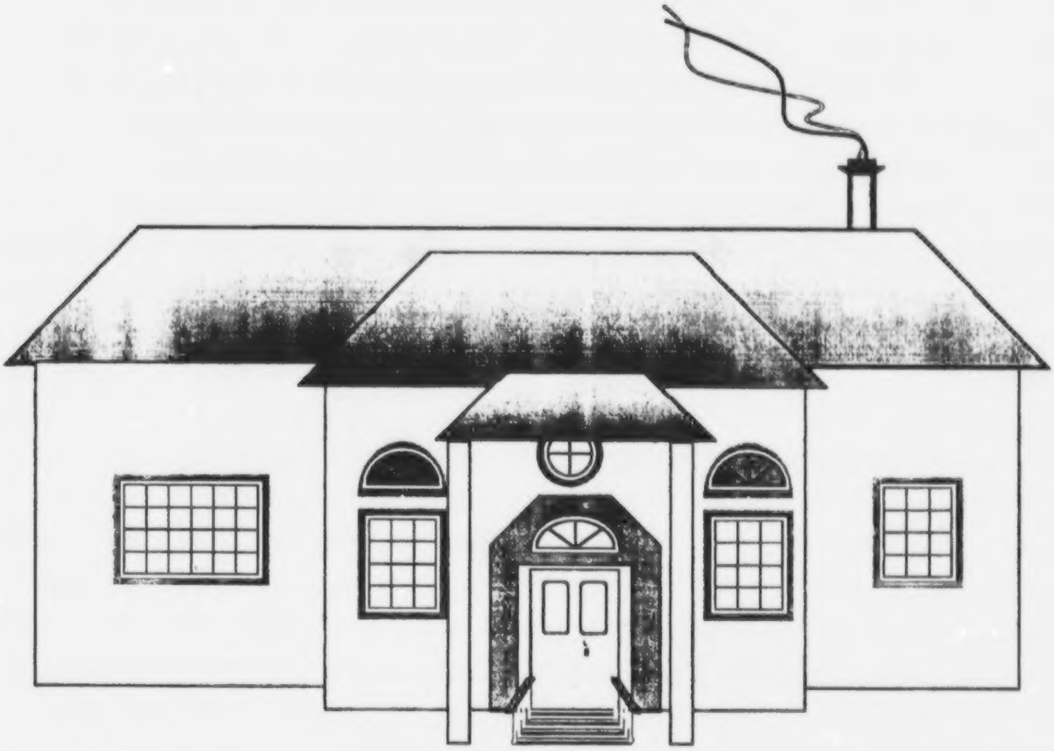
The Finished Product



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Handout
Use with
OH #3

Teachers Talk about Strategies...

Here is a list of what other teachers have named as a few of their favorite strategies. Add one or discuss your favorite...

1. **Prewriting**
    - Children's literature themes, characters, plots
    - Webbing
    - Listing
    - Journaling
    - Drawing
    - Three questions you want answered
    - Reporter's formula
    - Graphic organizers

2. **Drafting**
    - Timed writing
    - Elaboration techniques
    - Peer conferencing

3. **Revising**
    - Color coding (sentence starts, assertion/elaboration)
    - Modeling through class revision
    - Teacher conferences
    - Peer conferences
    - Show good and poor examples
    - Evaluate organization (listing steps, bracketing parts, positioning of parts)

4. **Editing**
    - Focus on one or two error types (e.g., selective scoring)
    - Mini-lessons
    - Student tracking of errors
    - Single-focus peer editing
    - Circle words that are possibly misspelled

5. **Publishing**
    - Reading aloud
    - Displaying student work
    - Anthology of student work
    - Enter contests, submit to journals
    - Letters to editor, principal, pen pal, famous person, congressman

Handout
Use with
OHs #10c-10d, #64e

Suggestions for Adaptations

Presentation Techniques	Practice Techniques	Assignments/Tests
• Make learning visible and explicit • Use modeling • Use clear, simple directions • Adjust pacing • Highlight key information • Reduce amount of information/skills taught • Check frequently for understanding • Use study guides, semantic maps, graphic organizers • Activate background knowledge • Allow alternative ways to demonstrate learning	• Use peer and cross-age tutoring • Use cooperative learning • Use games • Use manipulatives • Use more frequent practice on less information/skills • Use computer programs • Ensure mastery before moving onto next skill • Provide additional practice • Provide a variety of practice opportunities (e.g., manipulative, problem solving, explanations)	• Reduce assignment/test (only what is necessary to demonstrate mastery) • Allow alternative ways to demonstrate learning • Use cooperative projects • Provide extra time • Divide projects into steps with students submitting and receiving feedback for each step • Use individual contract • Break assignments into smaller chunks, students complete one chunk, get feedback, and complete next chunk • Use alternative exam formats (e.g., oral exam, objective rather than essay)
Textbooks/Materials	**Content**	**Behavior/Classroom Management**
• Highlight key points/concepts • Provide books on tape with study guides • Reduce amount of reading • Use shared reading or peers to read to student • Provide study guides • Highlight directions • Use high interest/controlled vocabulary books • Use trade/textbooks written at various levels	• Use task analysis to divide task into smaller steps • Identify and check to see if students have prerequisite skills • Teach the vocabulary of instruction (e.g., direction words) • Teach technical vocabulary • Relate concepts to each other using organizers such as semantic maps	• Be consistent and provide structure • Establish clear rules, routines, and expectations • Inform students of consequences • Use logical consequences • Recognize and reinforce appropriate behavior and learning • Teach alternative behaviors for inappropriate behaviors • Check that work is at the students' instructional levels

Handout
Use with
OH #11

Teaching a Strategy by Scaffolding

Research over the past two decades has identified strategies that can be used as part of an effective writing program. The following information can be used by teachers to provide "scaffolded" instruction that benefits students who struggle with the writing process.

1. **Establish a motivating context.** Teachers must be motivators and help students find real purposes to write. When topics matter to them, students work hard to express themselves well. Meaningful writing tasks connect the demands of school and the issues of students' cultures and personalities. Students need to take ownership and responsibility for their writing. Students should choose their own topics whenever possible.

2. **Assess student needs.** Teachers should assess individual student's strengths and weaknesses and set goals with each of them. Some students may need help finding interesting leads, while others need to vary sentence beginnings.

3. **Select and explain a strategy.** After determining students' needs, instructional strategies should be selected and explicitly taught to students, explaining how, when, why, and where the strategy is to be used.

4. **Build prerequisite knowledge and skills.** The teacher should identify the knowledge and skills students must have in order to complete the strategy successfully. These skills can be taught before introducing the strategy or within the context of the strategy.

5. **Promote student mastery of the strategy.** Teachers should have students explain and memorize the steps in the strategy. Verbalizing helps both students and the teacher assess if students understand why and what they are doing.

6. **Model the strategy**. Teachers should MODEL the strategy by thinking aloud while writing. They should tell the students what they're thinking as they write, focusing on applying the strategy. While doing so, they can model thinking processes, such as problem solving or logical sequence.

7. **Practice collaboratively to promote internalization**. Gradually encourage students to take over the self-talk and actions of effective writers and strategy users. Allow students to practice in collaboration with the teacher and other students, while the teacher needs to guide the students as they attempt to use the strategy.

Handout
Use with
OH #11

Teaching a Strategy by Scaffolding (cont.)

8. **Encourage students to apply the strategy independently.** Have students practice with increasingly difficult material, structuring the tasks to build confidence. Encourage students to apply the strategy at every opportunity.

9. **Assess strategy mastery and use.** Teachers should check regularly after mastery for continued correct application of the strategy, and involve students in their own evaluation of the use and the effectiveness of the strategy, thereby using higher level thinking skills.

10. **Teach regulation of strategy use**. Teach students to select, modify, and combine strategies to meet their needs.

Handout
Use with
OH # 20

Techniques for Discovering a Topic

1. **Encourage students to develop "writing territories" and keep lists of questions related to these territories--** Writing territories are the subjects that we think about the most when we are alone or when we daydream. They are the questions and topics that we wonder about (Atwell, 1998; Murray, 1996).

2. **Brainstorming--** Have students brainstorm by writing down everything that comes to mind about a writing territory or broad topic such as "childhood." After brainstorming for 5-15 minutes, the teacher should model how to search the list for "surprises" and "connections." Model how to draw lines between items and group items in order to find a topic of interest to write about (Murray, 1996).

3. **Mapping--** Place the general subject in the center of the page and draw lines branching off as related ideas occur to you. Use branches to search your memory for fragments of related information. Model for students how to use mapping to choose a topic (Murray, 1996).

4. **Interview with Self--** The student asks himself or herself questions to determine what he or she might like to write about. Murray (1996) suggests the following as possibilities:

   What has surprised me recently?
   How are things different than they used to be?
   How will things be different in the future?
   What do I know that others need to know?
   Who would I like to get to know?
   What's not happening that should?
   What's happening that shouldn't?
   What process do I need to know?
   What makes me mad? Sad? Happy? Worried? Frightened?

5. **Large and Small Group Discussion or Partner Interview--** This strategy can be used flexibly by discussing a current event, a piece of literature, or a hot topic.

Handout
Use with
OH # 20

Techniques for Discovering a Topic (cont.)

6. **Memory Writing** (Kirby & Liner, 1988)-- This is a technique that encourages writing about self. Students try to capture as briefly but as realistically as possible four incidents from their pasts. Have the students

   - go back in time 24 hours, remember an incident, and record it
   - go back in time one week, remember an event, and record it
   - go back a year and record an incident, concentrating on particular details
   - go back as far as possible and record the first clear memory

7. **Making Lists**-- There are many different lists students can make for finding a topic to write about. Nancie Atwell (1998) suggests that students keep lists of past and potential purposes, audiences, topics, and genres. Students can also keep lists of things that interest them as well as lists of favorite things or accomplishments. Alternatively, the teacher can give a general topic such as accidents, courage, or school. The teacher models, first listing one or two personal events that have to do with that topic. Students develop lists of their own experiences and share those lists. Sharing often helps trigger memories for those who are having difficulty. Teachers then need to model how to choose the best topic from the list (TEA, 1990).

8. **Literature**- After reading a story, novel, play, or poem, have students brainstorm possible themes of the story and then plan an original story using the same theme. Alternatively, the student could write a story using one of the characters or a setting from the literature, or compare/contrast a character in one story with a character in another. Literature, especially children's books, can also be used to trigger memories and promote personal applications (TEA, 1990).

Handout
Use with
OH #23

Techniques for Exploring a Topic and Determining What You Know

1. **Free Writing**-- Write nonstop about your subject for ten minutes, writing whatever comes to mind about your topic.

2. **Clustering or Webbing**-- Use your subject as the nucleus word and create "clusters" of ideas related to your topic.

3. **Pretend you are a reporter asking questions about the topic.** Answer questions about your topic beginning with *Who? What? Where? When? Why?* and *How?*

4. **Cubing**-- Imagine that your topic is like a cube that can be explored from many different angles. Write down ideas about your topic as you explore it in each of the following ways:

Describe:	What does it look like? What sounds, sights, smells, and tastes are associated with it?
Compare:	What is it like? What is it different from?
Associate:	What does it remind you of?
Analyze:	What are the parts? How are the parts connected?
Apply:	How can you use it?
Argue for or against:	Choose an issue related to your topic and argue for or against it (Cowan & Cowan in Carroll & Wilson, 1993).

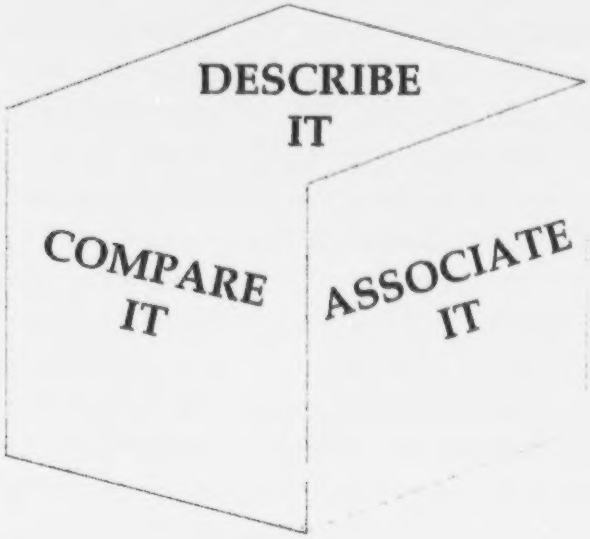
5. **Read a book to students as a springboard to enhance background knowledge.**

6. **K-W-L chart**-- This is a chart with 3 different columns. In the first column, students write down what they know about a topic. In the next section, students write what they want to find out. In the last column, students list information they learn as they explore (Ogle, 1986 in Vacca, Vacca, & Gove, 1995).

7. **Venn Diagram**-- This graphic organizer is appropriate for helping students prepare to compare/contrast two things or ideas.

Cubing

Handout
Use with
OH #23


DESCRIBE
IT
COMPARE
IT
ASSOCIATE
IT

DESCRIBE it: What color, shape, size is it?

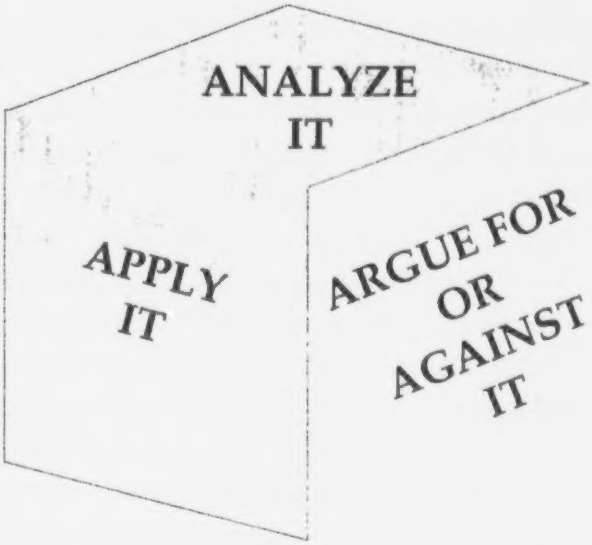
COMPARE it: What is it similar to, different from?

ASSOCIATE it: What does it make you think of?

ANALYZE it: How is it made?

APPLY it: Tell what you can do with it.

ARGUE for/against it: Take a stand!


ANALYZE
IT
APPLY
IT
ARGUE FOR
OR
AGAINST
IT

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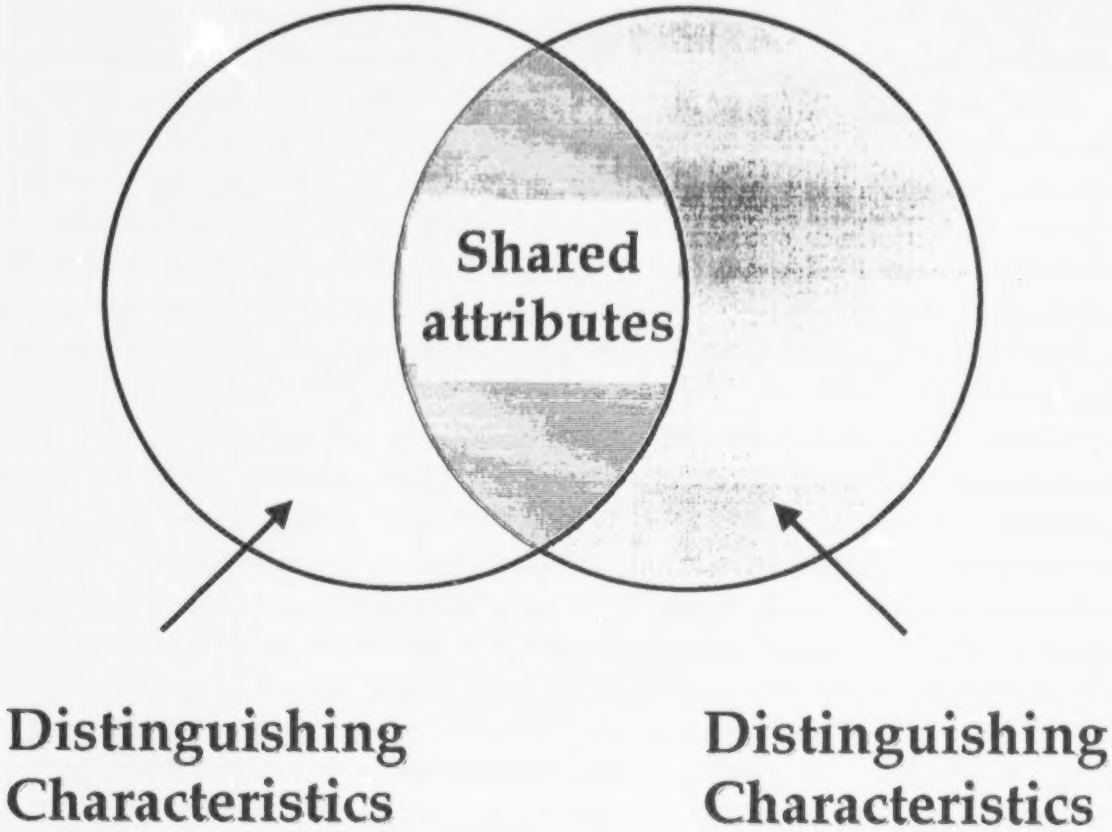
Handout
Use with
OH #23

Venn Diagram



Shared attributes

Distinguishing Characteristics

Distinguishing Characteristics

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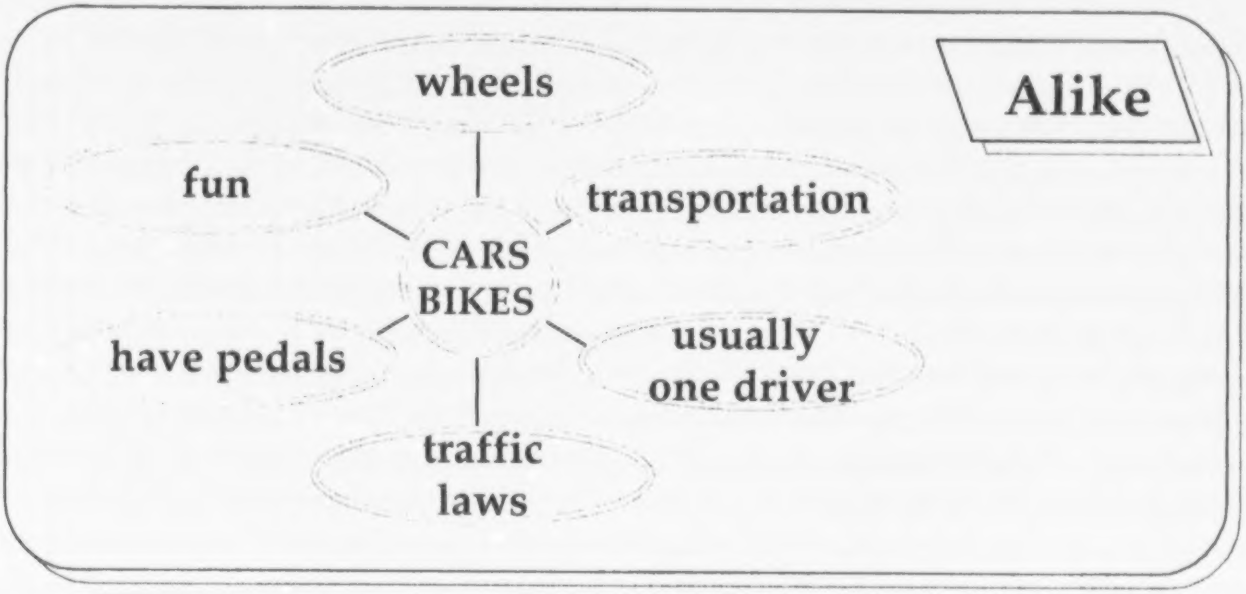
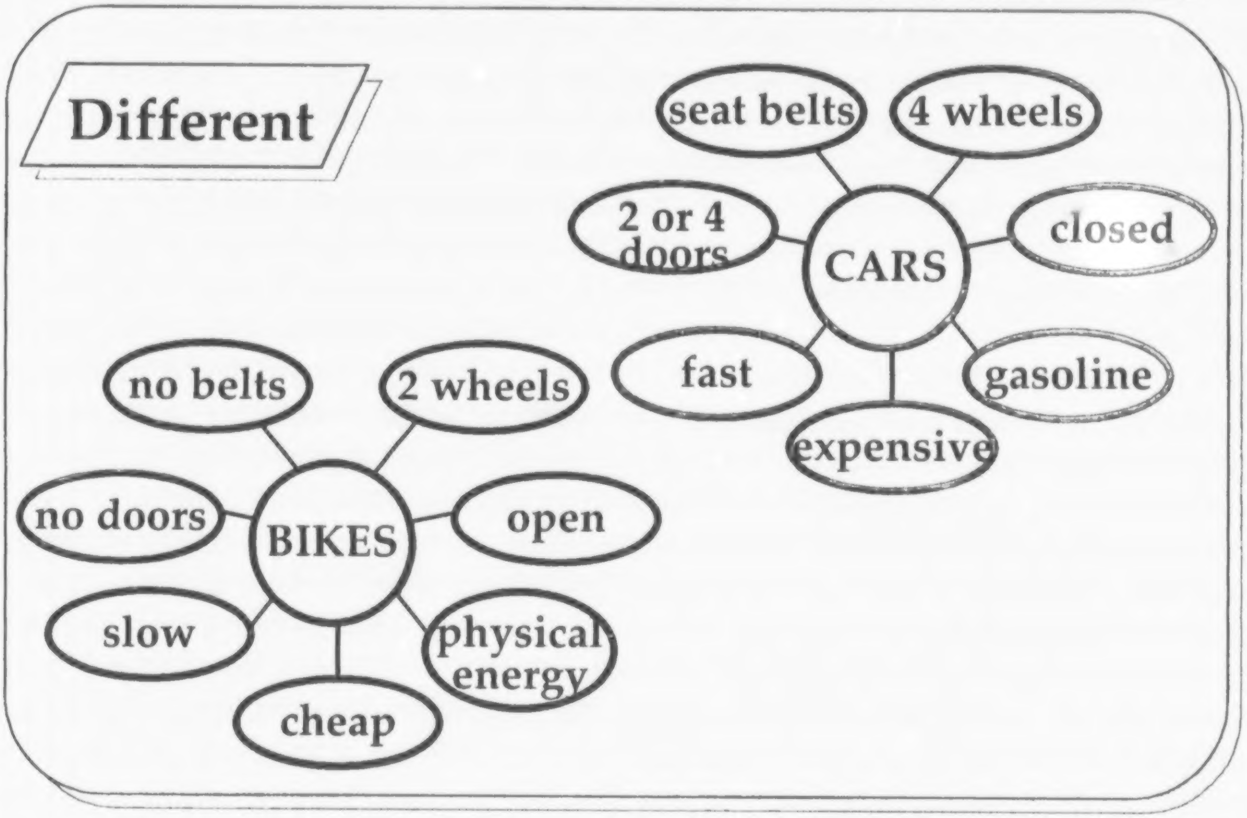
Webbing


Alike
wheels
fun
transportation
CARS
BIKES
have pedals
usually one driver
traffic laws


Different
seat belts
4 wheels
2 or 4 doors
CARS
closed
fast
gasoline
expensive
no belts
2 wheels
no doors
BIKES
open
slow
physical energy
cheap

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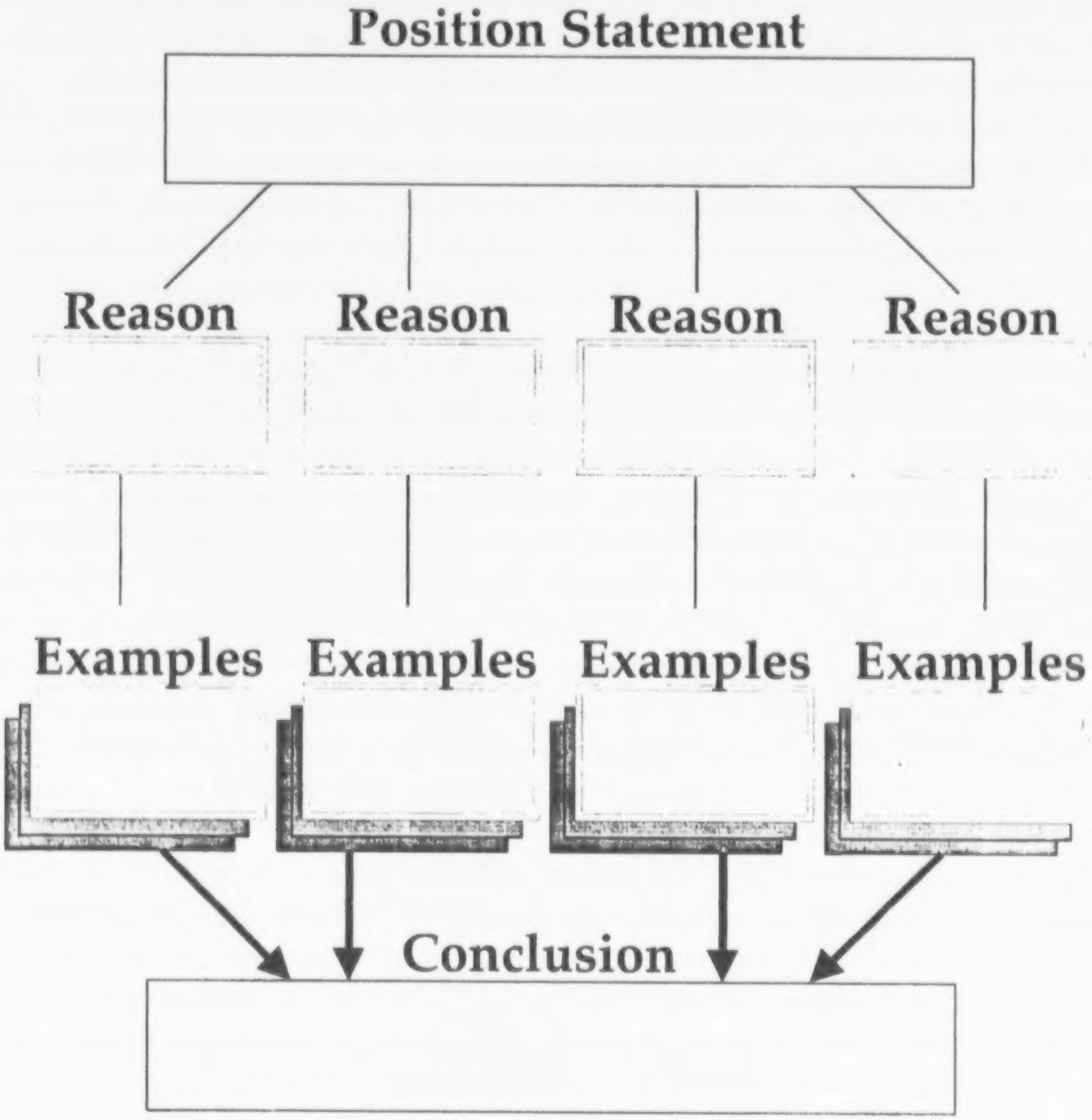
Handout
Use with
OH #26

Persuasive/ Descriptive Writing


Position Statement
Reason
Reason
Reason
Reason
Examples
Examples
Examples
Examples
Conclusion

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Handout
Use with
OH #26

Persuasive/ Descriptive Writing

Position Statement:

Reason:

Explain:

Reason:

Explain:

Reason:

Explain:

Reason:

Explain:

Conclusion:

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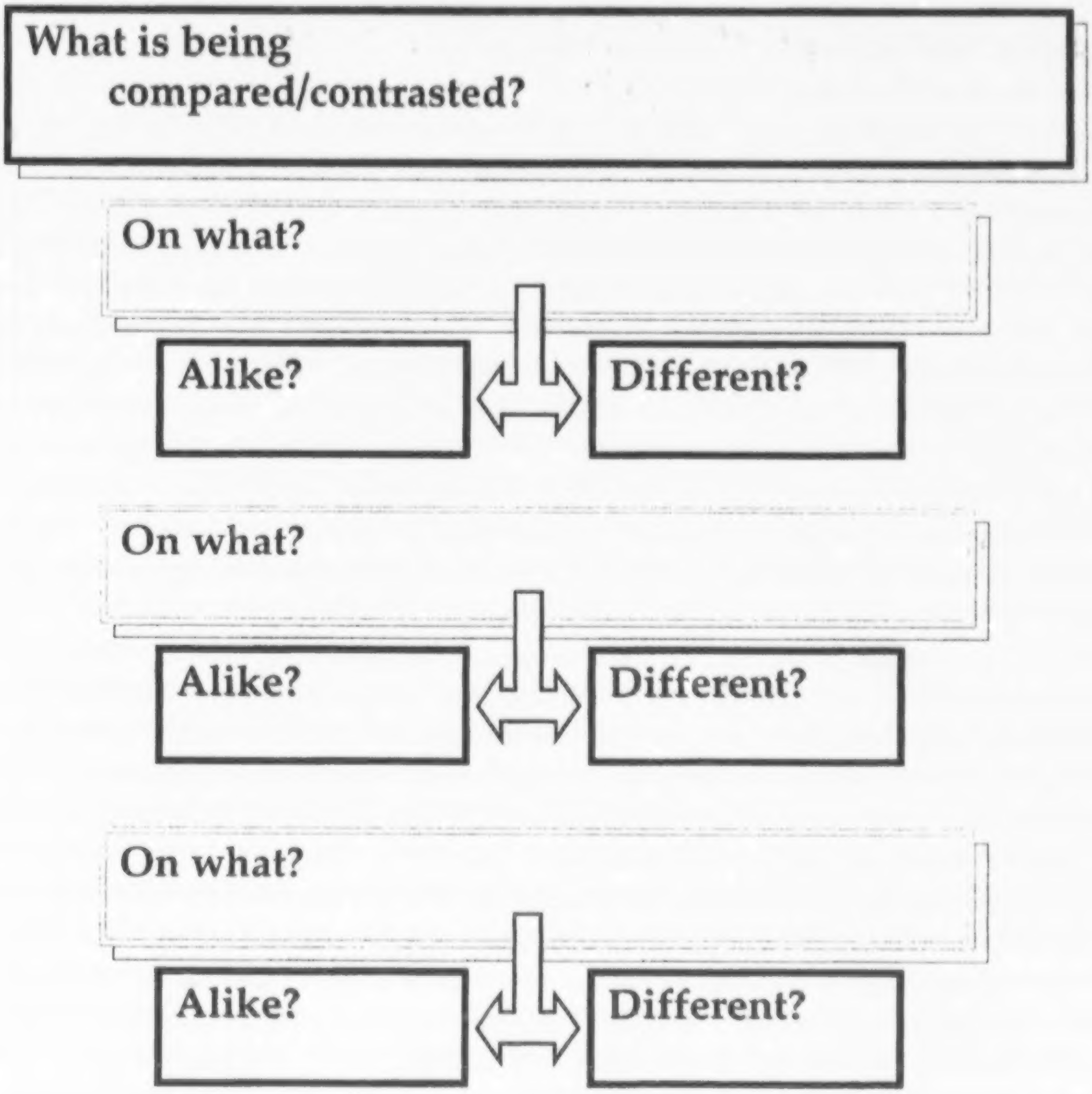
Handout
Use with
OH #26

Compare/Contrast Writing


What is being compared/contrasted?
On what?
Alike?
Different?
On what?
Alike?
Different?
On what?
Alike?
Different?

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Handout
Use with
OH #27

The Planning Conference

The Writer

Purpose:

- Explain to your partner your purpose for writing
- Answer your partner's questions
- Note any suggestions

Audience:

- Describe your audience to your partner
- Answer any questions
- Note any suggestions

Content:

- Explain your main ideas to your partner
- Describe how you plan to elaborate on each main idea
- Answer any questions
- Note any ideas or suggestions your partner makes

Form:

- Share your plan with your partner
- Answer any questions
- Note any suggestions

The Partner

Purpose:

- Listen
- Evaluate if there is a clear purpose
- Suggest possible purposes if the writer is unsure

Audience:

- Listen
- Evaluate if the writer really understands his or her audience
- Suggest possible audiences or additional audience characteristics

Content:

- Listen as the writer describes his or her ideas for each paragraph and how he or she plans to support them
- Evaluate whether the ideas make sense and if there is enough support
- Suggest other ideas and ways to elaborate

Form:

- Look and listen as the writer describes his or her plan
- Evaluate if the form fits the purpose and if it is clear
- Offer suggestions for better organization

Handout
Use with
OH #34

Drafting Strategies

Introductions

- Asking questions
- Using a related or meaningful quote
- Citing statistics
- A very brief story (anecdote)
- Knocking down a common belief or assumption
- Establishing background information
- Identifying with the reader
- Dialogue
- Establishing that a problem exists

Elaboration of Main Points

- Facts
- Metaphors
- Quotations
- Examples
- Explanations
- Showing, not telling
- Reasons
- Facts
- Adjectives, adverbs
- Figures
- Details (sensory, memory, or reflective)
- Definition
- Description
- Cause/effect
- Dialogue
- Action words

Conclusions

- Summarize content
- Reword thesis statement
- Include a startling fact
- Emotional plea
- Rhetorical question
- Quotation
- Projecting into the future

Hint: Choose from among these strategies by asking yourself questions related to your purpose, audience, content, and form of writing.

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Handout
Use with
OH #36

Paragraphing

There are no magic formulas for good paragraphs; however, instruction in paragraphing has generally focused on teaching students to effectively use a few basic patterns that account for the majority of paragraphs found in writing.

Method 1

1. One approach that has been validated in research (Schumaker & Lyerla, 1993) includes teaching four basic paragraph patterns:

   Sequential-- relates details in order of time, often to tell a story.
   Descriptive-- sentences work together to describe a person, place, thing, or idea.
   Expository--presents or explains facts and ideas.
   Compare/contrast-- uses details and elaboration to support the similarities or differences between two subjects.

Method 2

2. Alternatively, Alton Becker (as discussed in Irmscher's *Teaching Expository Writing*) identifies two major paragraph patterns worth teaching:

   TRI-- T represents a slot for topic, R represents a restatement or expansion, and I represents an illustration, or any other kind of elaboration. Other variations of this pattern include TI, ITR,IT, and TRIT.
   PS-- P represents a problem or question, S represents a solution or answer.

Teaching techniques:

1. Choose either Method 1 or Method 2. (Trying to teach both will confuse the struggling writer.)
2. Provide real-world and classroom-generated examples of paragraph types and allow students to master identification of topic, supporting, and concluding sentences as well as identification of different paragraph forms.
3. Guide the class in developing paragraphs of the different types.
4. Teach students to use purpose, audience, content, and form questions in selecting appropriate paragraph types.

Handout
Use with
OH #36

Sentence Expansion Strategy

1. Teach students that all complete thoughts or sentences contain subjects and predicates. Allow students to become comfortable generating subjects and predicates and combining them to create sentences. Then demonstrate how simple subjects and predicates can be expanded to create more powerful sentences. Teach the use of **Who? What? Where? When? Why?** and **How?** questions to build on basic ideas.

Ex. The dog barked.

What kind of dog?

When did the dog bark?

Where did the dog bark?

Why did the dog bark?

How did the dog bark?

Sentence:

After I went to bed, my yellow lab puppy barked plaintively at the back door, pleading to be let into the warm interior of my home.

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Use with
OH #36

Sentence Generating Strategy

Struggling writers who lack control of written language and have difficulty expressing their ideas in sentences may benefit from being taught to generate sentences through the use of sentence patterns.

1. Present a sentence pattern (begin with simple and move to compound, complex, and compound complex).
2. Use examples and nonexamples to illustrate the critical features of each sentence pattern.
3. Have students practice identifying parts of sentences and the associated sentence patterns. Students should begin to memorize the basic sentence patterns.
4. Model writing sentences using that pattern along with the think-aloud technique. Include your thoughts about choosing a pattern, generating sentence content, writing, and checking to make sure the sentence is complete and makes sense.
5. Once students have demonstrated mastery knowledge of the basic sentence patterns, they should begin to practice generating their own sentences to fit the patterns. The teacher should provide a great deal of scaffolding and feedback during this stage.
6. The teacher models how the strategy can be used to generate sentences in a paragraph with a variety of different structures.
7. Students practice generating paragraphs with scaffolding and feedback from the teacher.
8. Students use the strategy during drafting and during all writing assignments.

(Adapted from Schumaker & Sheldon, 1985, as presented in E. Wood, V. Woloshyn, and T. Willoughby (Eds.), 1995)

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Handout
Use with
OH #39

The Drafting Conference

The Writer	**The Partner**
1. Explain your intended purpose, audience, content, and form to your partner.	1. Listen and note: • intended purpose • intended audience • intended content • intended form
2. Read your draft or a selected portion of your draft to your partner.	2. Listen while your partner reads.
3. Ask your partner questions that will help you move forward: e.g., *Do you understand what I am trying to say?* *How can I add more elaboration here?* *What can I say to make my purpose clearer?*	3. Answer your partner's questions. You may need to reread parts of the paper.
4. Record any ideas or changes.	4. Make suggestions for improvement.

- ***Note: The purpose of the drafting conference is to empower the writer. The writer is in charge of the drafting conference.***

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Handout
Use with
OH #52

Strategies for Revising Sentence Structure

1. Sentence Beginnings

The teacher can provide a mini-lesson on a variety of sentence patterns, integrating lessons on phrases and clauses. The teacher then models a technique in which students evaluate their own writing for a variety of sentence structures and beginnings. Students underline the first four or five words of each sentence to determine if the same pattern has been used in most sentences. The teacher provides mini-lessons and scaffolding, selecting sentences to revise to improve variety and meaning. Another version of this activity is to have students list just the first word of each sentence. If more than one sentence in a row begins in the same manner, the student should revise one of the sentences. Students will need related mini-lesson(s) on ways to begin a sentence, as well as punctuation of common sentence structures.

2. Model Sentences

The teacher displays as models examples of sentences by professional writers, having students imitate the structure with different content. The teacher can then model how to locate appropriate places to integrate these patterns into the student's own writing.

3. Sentence Combining

The teacher lists simple sentences that make up a paragraph on the board, transparency, or chart tablet. The students then practice combining the sentences in different ways. These skills should be modeled by the teacher and practiced collaboratively with an appropriate amount of coaching before students should be expected to combine sentences independently in their own writing. Teachers should emphasize that sentence structure often affects meaning. Sentence combining also offers an appropriate opportunity for teaching punctuation with sentence structure or patterns.

Handout
Use with
OH #52

Strategies for Revising Sentence Structure (cont.)

4. Transitions

The teacher models passages written for different purposes and modes, pointing out the use and effectiveness of transitional words and phrases. The teacher may also want to present examples of passages with poor transitions in order to emphasize their importance. The teacher then models and scaffolds revision of the passage through the addition of transitions. Students can practice this revision skill collaboratively on a teacher-generated passage before being asked to apply this revision skill to their own writing.

5. Fragments and Run-ons

The teacher shows examples of student writing containing run-ons and fragments, modeling a strategy of reading from period to period, and asking if it is a complete thought or if it is several thoughts strung together with a conjunction. Teachers suggest having students read their papers sentence by sentence, starting at the end of the paper. The teacher models identification of fragments and run-ons as well as how to fix the problem. Students practice during whole class and small group instruction before being asked to apply the strategy to their own work.

Handout
Use with
OH #52a

Revision for Struggling Writers:
Stages of Expansion

First Draft

I saved my money to buy a car. I saved for a long time and wanted it bad. I thought about it a lot. When I was sixteen, I got the money from the bank and I bought it.

Working Draft

For the last three years I saved every penny I could get my hands on so that I could buy a car. I thought about it a lot. Then my sixteenth birthday arrived. I was thrilled to go to the bank, withdraw all my savings, and go with my father to place my down payment on this incredible purchase.

Final Draft

For the last three years I saved every penny I could get my hands on so that I could buy a car. Since I have been five years old, I have dreamed of owning my very own beautiful automobile. I considered the color, the cost, the make, and the model. I changed my mind about each of these at least twice every month. Finally, I made my decision. Then, my sixteenth birthday arrived. I was thrilled to go to the bank, withdraw all my savings, and go with my father to place my down payment on this incredible purchase.

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Handout
Use with
OH #55

Peer Revision Guide

Step 1: Listen as the writer reads the draft aloud and praise something.
In your paper, you had a good transition between the second and third paragraphs.

Step 2: Reread your partner's paper silently. At the end of each paragraph, ask yourself questions related to Purpose, Audience, Content, and Form.

Make comments in the margin or on sticky notes.

Step 3: Write questions, comments, and suggestions for your partner.

Questions:

What did you mean when you said ... ?

Comments:

Your ideas....
Your organization....
Your introduction....
Your conclusion....
I had a hard time understanding....

Suggestions:

I suggest you add....
I suggest you go into more detail on....
I think it would help if you....
Add more elaboration ... (where?)

Step 4: Discuss your comments with your partner in a constructive fashion. The writer can ask questions of the peer.

Step 5: Writer's Plans for Revision-- the writer identifies revisions that he or she will make to the draft.

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Handout
Use with
OH #58

EDITING

COVER THESE POINTS:

1. **What is editing?**
   - It is cleaning up surface errors after meaning is developed.
   - It is done to keep the reader from being distracted as he/she reads for meaning. Removing distracters is a courtesy to the reader.
   - Editing calls for a variety of strategies that are to be taught, not assigned.

2. **What should writers edit?**
   - Correcting errors should be an objective only after fluency and comfort with writing are established.
   - Students need not take time to edit until they reach the final stages of the writing process.
   - Editing should occur only at the time a piece of writing becomes important enough to the writer to publish.

3. **Why teach editing skills?**
   - Editing is taught to help writers become competent at finding and correcting surface errors.
   - As writers become better editors, the opportunities for teaching grammar and mechanics become obvious.
   - Editing allows a writer to use technical skills to sustain the reader's interest.
   - Student papers can be used to determine skills to be taught and to develop a purpose for working with grammar and mechanics.
   - Emphasis can be placed (when establishing a grade) on the improvement of mechanical skills rather than on the number of errors.

4. **Who is responsible for editing?**
   - The student needs to edit first.
   - A peer or peers in a small group become second editors.
   - The teacher is responsible as the final editor.

Footnote: *A distinction is usually made between editing and proofreading: editing is making decisions regarding grammar and mechanics, while proofreading is making sure that the final draft is free of errors in grammar and mechanics.*

Although this distinction is familiar to mature writers, what may be considered proofreading skills by adults are in fact editing skills for students learning to write. For example, a seventh-grader will frequently miss the distinction between where and were. The process that the student engages in to determine the difference is editing, because he/she is still learning to spell these words. An adult, for whom the spellings of the words were and where are practically second nature, merely proofreads to make sure that the correct word is used.

Handout
Use with
OH #61

Cleaning up after Construction: Strategies

- Students (with the teacher's help) keep lists of persistent problems to use as checklists each time they edit and to record what they know.

- Students keep lists of their own frequently misspelled words. They can then search their papers for these words and check for the appropriate spelling.

- "Clocking" is a single focus, peer editing strategy to be used on final drafts before publication. Arrange students in two concentric circles facing each other. The students on the inside give their papers to the peers in front of them to read quickly. They note on a separate sheet of paper the mechanical skill the teacher has stated first. Each person on the outside of the circle moves clockwise for the next person to check the next skill. This procedure continues until the appropriate skills are edited (*e.g., spelling, periods, commas in a series*). Corrections can be made by the writer with white-out or by neatly drawing a line through each mistake, since this is a final draft.

- Have students code their texts using raciocination (Carroll, 1982). In this strategy, students use colored markers or pens to mark certain parts of the sentence, deciding if the sentence should remain as is or if it needs to be changed. The following are some example codes:
    - *Circle all **to be** verbs.*
    - *Make a wavy line under repeated words.*
    - *Put **it** in a triangle.*
    - *Underline first and last words in a sentence for capitalization and punctuation.*

- Build classroom lists of strong verbs and specific nouns as reference.

- Carroll and Wilson (1993) suggest making commas concrete by posting a visual representation and example of each of the four primary comma rules in sentences (comma joining two sentences, commas to set off grammatically unnecessary information, commas in a series, and comma after introductory information). Students can use this chart to reenter their drafts and check for punctuation.

- Have students skim their papers looking for subordinating conjunctions which begin sentences. Check these sentences for appropriate punctuation.

- Have students underline the first word in each sentence and list them on a separate slip of paper. Help students select sentences to revise for a varied beginning. Post a list of ways to begin a sentence with examples (Carroll & Wilson, 1993).

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Handout
Use with
OH #61a

Editing for Struggling Writers
Student Editing Rules to Accompany Clocking

Purpose: The purpose of clocking is to help students help each other produce the best product possible.

1. List the specific areas of editing to be completed on the editing form provided (e.g., punctuation: end-marks, commas, quotation marks).
2. Place the editing form, listing the areas to be edited, on top of your paper.
3. Trade papers with the person sitting directly across from you.
4. Read the paper and mark any errors that deal with the specific areas listed with a contrasting colored pen.
5. When finished, put your initials beside the line that lists the area that you edited.
6. When directed, return the paper to its owner.

Note: This handout is intended to serve as a guide for the classroom teacher. These editing rules can be modified by the teacher and given to the students. It is fair to assume that some students possess more skills as editors than others. It is never, under any circumstances, all right to make derogatory statements about anyone else's work.

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Handout
Use with
OH #61a

Editing Form for Clocking

Areas to be edited	Comments & Initials
a.	
b.	
c.	
d.	

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Handout
Use with
OH #63

Cleaning up after Construction: Tips

- The writer should be the first editor of his or her own work, using checklists and other strategies.
- Use peers as editors (after the teacher has modeled strategies and taught the students to make appropriate comments).
- Have students put a well edited piece (edited by both self and peer) in an editing basket for a final teacher editing conference. After editing the paper briefly at his or her convenience, the teacher conferences with the student about one or two editing skills.
- Use mini-lessons to build knowledge and skills for the whole class or small groups of students. After modeling and collaborative practice, have students apply editing skills to their own paper.
- Teach one skill at a time.
- Don't expect students to proofread for conventions that have not been taught. Have students keep a list of conventions for which to proofread. This list will grow over the course of the year.
- Use selective marking to focus on the particular kinds of errors that the teacher has tried to help the student eliminate.
- Place a check mark at the end of the line with the error and ask the writer to determine and correct the error.
- Don't just assign editing. Teach the necessary skills and strategies.

(Graves, 1996; Hillerich, 1985; TEA, 1990; Weaver, 1996)

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Handout
Use with
OH # 64c

Related Service Personnel

Specialist	Possible duties
Speech Language Pathologist	Helps students with speech and language disorders; conducts speech and language evaluation.
Vision Educator	Assesses student's visual skills to determine eligibility; procures adaptive material; trains students in specific adaptive skills; provides teacher, agency, parent consultation/ coordination.
Audiologist	Assesses hearing loss and auditory problems; provides auditory training; supports assistive technology.
Licensed Physical Therapist (LPT) Licensed Physical Therapist Aides (LPT Aides)	Implements postural and gross motor interventions.
Occupational Therapist	Directs activities that improve fine motor muscular control and develop self-help skills.
School Psychologist	Evaluates individual student learning abilities; provides behavioral interventions.
Rehabilitation Counselor	Facilitates transition planning and evaluation of older students; specializes in the assessment of work potential and training needs of students.
Nurse	Coordinates medical screening; provides for medical needs (e.g., medication).
Social Worker	Collects information from the family; provides social and educational histories; conducts case studies.
Behavior Specialist	Designs behavior interventions; conducts functional assessments.
Orientation and Mobility Specialist (O&M)	Teaches students with visually impairments the skills needed to travel safely, efficiently, and independently.
Deaf/ Hard-of-Hearing Educator	Assesses impact of hearing loss on progress in the curriculum; procures and adapts materials to accommodate language level; provides direct instruction to hard-of-hearing students, and to other educators in strategies for communication and adapting curriculum.
Inclusion Teacher	Provides instruction to and supports students with special needs in general education classrooms using co-teaching and/or consultation.
Transition Specialist/Job Developer	Facilitates transitioning students with special needs from school-to-work or post-secondary setting; provides job training.
504 Coordinator	Coordinates and monitors 504 plans developed under Vocational Rehabilitation Act of 1974.

Handout
use with
OH #64c-64d

Assistive Technology Devices

LISTED ITEMS
Cassette recorders
Audio taped instructions or books
Pencil grips
NCR paper/Copy machine
Adaptive switches
Head pointers
Picture boards
Optical character recognition software/scanner
Voice recognition software and peripherals
Speech synthesizers
Word processors with spelling and grammar checking
Augmentative communication devices
Alternative keyboards
Instructional software
Word prediction programs
Calculator
Spellcheckers
FM systems and hearing aids
Magnifying devices

Journal Articles

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EFF-089 (3/2000)